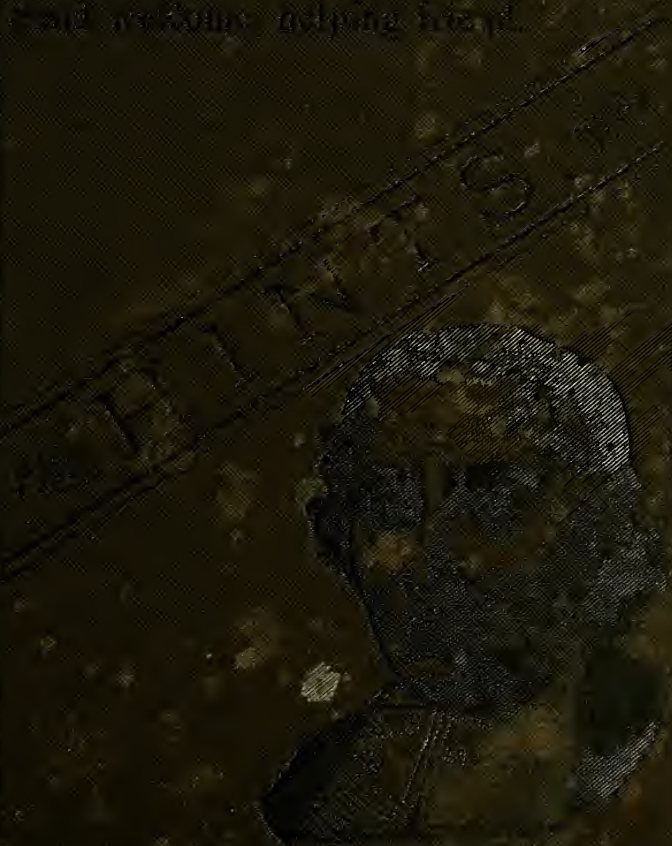


HINTS are useful things at times,
In a room where guests are given;
With grace and quiet knowledge
To others who in doubt abide
And welcome helping hands.



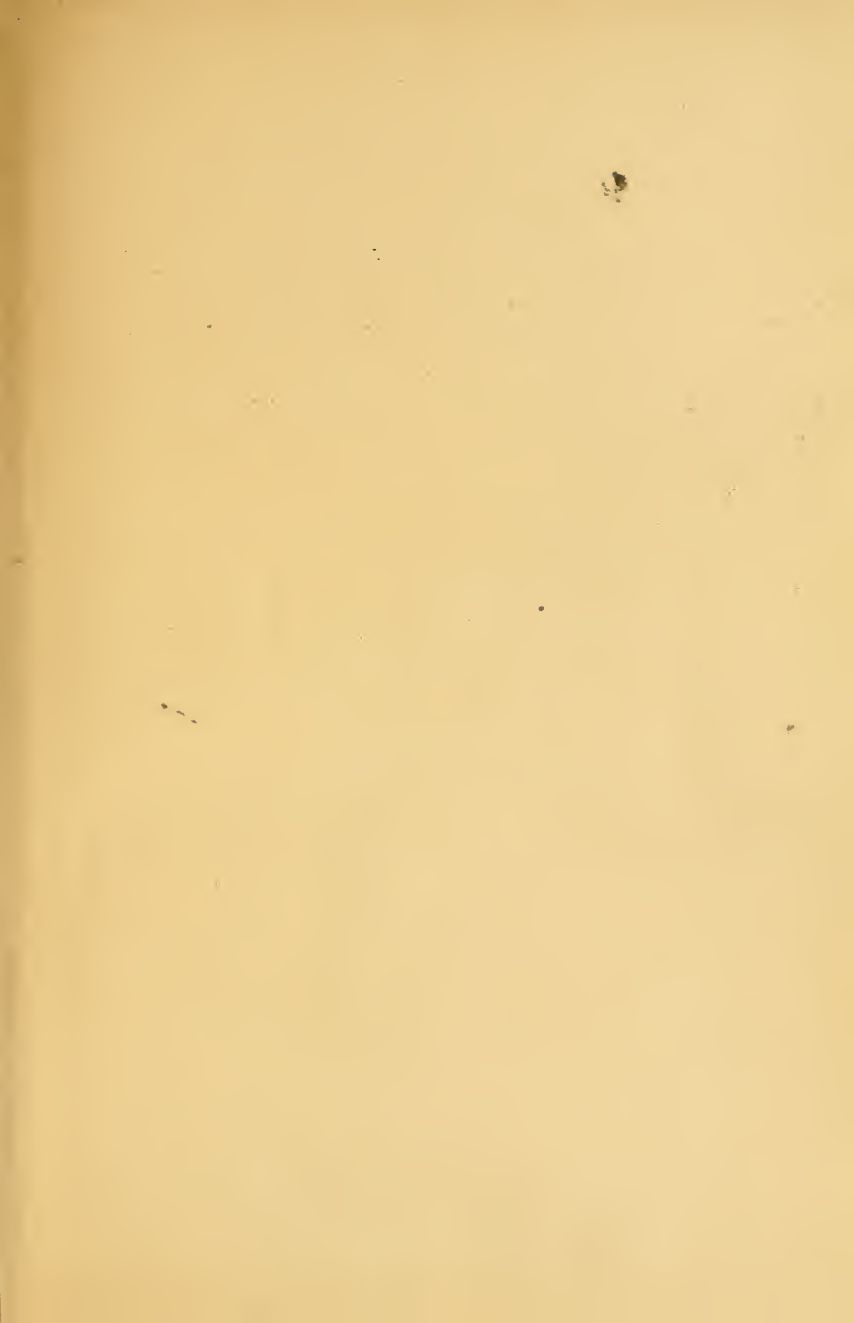
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*"A friend in need's
A friend indeed."*



OR,

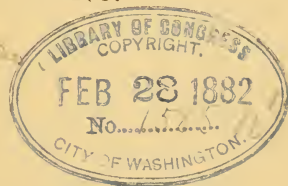
THOUGHTS SUGGESTED AND FACTS ELICITED

BY THE

CHRISTIAN BROTHERS'

NEW SERIES OF READERS.

Brothers of the Christian Society
"



WEST CHESTER, N Y.:

N. Y. C. PROTECTORY PRINTING AND STEREOTYPING DEPARTMENT.

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HINTS.

REMARKS.

IN presenting these “HINTS” to teachers and monitors, the idea is not that such help should supersede all private labor or preparation. No one can release or relieve the teacher from the conscientious duty of daily preparation of lessons. Each class has its special difficulties, created by locality, the character of its children, their special aptitude or inaptitude in given studies. These difficulties will vary in the same class in different years, and will thus require a change of treatment in the various branches. But, whatever may be the difficulties encountered, it can safely be asserted that Reading, properly taught, is the stepping-stone to greater ease in the study of every other branch.

In these “HINTS” we have endeavored to collect the best views of the best educators, and we ask that a study be made of them. There is no reason why reading should not be a bright and cheerful lesson, instead of the dreary and monotonous task that it has so often been.

None are so open to new ideas, so eager for information, *pleasantly given*, as our American children; none will more fully appreciate the school where such teaching is given, and the teachers who give it.

It will not do to build Catholic Schools, and receive large numbers of children. Unless the teaching is up to the highest standard, the attendance will soon visibly diminish, and the gratuitously granted reputation wane. No truer or more apposite words than those of the late Most Honored Brother Philippe, Superior General, need be used in this connection:—

“The Christian Schools should be in no respect inferior to others, so that parents who give them the preference on moral and religious grounds may not have occasion to regret that their children do not find therein all the other advantages of education.” *

* “Teaching and Method,” pp. 13 - 14.

HOW TO USE THE ADVANCED READER.

THE "METHODOLOGY," given at the beginning of the Reader, furnishes all needed instruction as to how reading should be taught.

The "Hints" here suggested are as to the best manner of using the Reader.

1. To develop any special style, say the *narrative*, the following may be of service.

We will suppose the article read to be

"NOBLE REVENGE,"

then, it would be well to select a few other lessons of a kindred character,— for instance, THE INTREPID YOUTH, p. 76, where some description is given that will help the pupil to acquire ease in this style of delivery.

Also portions of JOAN OF ARC, p. 121 ; THE BRAVE MAN, p. 150 ; ST. FRANCIS XAVIER, p. 251.

All these subjects have several points in common, and will be better appreciated if read in succession.

In classes where the pupils are backward, the descriptive and narrative pieces should first be taken.

The QUESTIONS should be answered, but the transcriptions suggested need not necessarily be attempted after a first reading.

The following subjects are suggested for such a class:

THE EAGLE, p. 14 ;

BUTTERED ON BOTH SIDES, p. 22 ;

GEORGE STEPHENSON, p. 27 ;

THE SHEPHERD AND THE PRINCE, p. 33 ;

USING THE EYES, p. 41 ;
 THE UNKNOWN PAINTER, p. 46 ;
 THE INTREPID YOUTH, p. 76 ;
 THE LION, p. 127 ;
 WAGES, p. 145 ;
 RIP VAN WINKLE, p. 176 ;
 A STORY OF TOURS, p. 200 ;
 THE CARRIER-PIGEON, p. 242 ;
 THE LITTLE SISTERS OF THE POOR, p. 433.

CONVERSATIONAL TONE.

This is one of the most important, and requires special pains and attention.

The following selections are recommended :

BUTTERED ON BOTH SIDES, p. 22 ;
 THE RISING TIDE, p. 50 ;
 THE INQUIRY, p. 100 ;
 WHAT IS TIME? p. 131 ;
 PETER OF CORTONA, p. 195 ;

HONESTY THE BEST POLICY, p. 355 (specially recommended).

COMPOSITION.

“The Advanced Reader,” being specially prepared “to elicit thought and to facilitate literary composition,” special care should be taken to realize this object.

The following suggestions will be of service :

Teach the children to co-ordinate the information to be found in the Reader itself.

We will suppose that the composition is on

THE SHEPHERD AND THE PRINCE, p. 33.

There are several very appropriate selections which will help in the development of this pretty subject.

Thus, the first sentence,

“A Swiss shepherd boy used to tend his flocks on the slope of a valley, opposite an old castle,” may be introduced by something taken from

THE INQUIRY, p. 100.

It might be stated as an introduction that

A certain writer has beautifully asked,

“Do ye not know some spot,
Where mortals weep no more?

Some lone and pleasant dell,
Some valley in the West,

Where, free from toil and pain,

The weary soul may rest?

The loud wind dwindled to a whisper low,
And sighed for pity as it answered, — ‘No.’”

We thought of these lines when reading the story of Joseph, a Swiss shepherd boy who used to tend his flocks on the slope of a valley, opposite an old castle.

Now, something in the way of a short description of the country about would be appropriate.

Turn to p. 181 (RIP VAN WINKLE), and you may find something to help. Thus you may continue:

This castle was on the other side of a deep ravine, that was “wild, lonely, and shagged.”

While tending his flocks the shepherd often played upon his flute.

Here, suppose we introduce the idea of a river flowing in the near distance. We may suppose the music mingling with its ripple.

The tones of the flute mingled with the ripple of “the bright river, sparkling on its way, dancing o’er the pebbles and glancing through the flowers and foliage.”

(THE RIVER, p. 331.)

While thus amusing himself, the shepherd lad noticed a pale-faced boy in the window of the frowning castle. The delicate boy would listen day after day, and thought the shepherd’s music was balm to

“A friendly little heart,
E’en though ’twere almost breaking.”

(TO A CANARY BIRD, p. 262.)

Signs were exchanged before long, and the shepherd, wishing to find out who the boy was, wandered one day toward the castle.

Take short description of castle from *Intermediate Reader*, p. 44, and tell how particular they were in olden times about guarding these castles. As a result of this care,

The soldiers on guard caught, and were about to ill-use him, when they were prevented from harming him by the little boy, at whose request Joseph was led up to the room.

Tell what you suppose the boys talked about.

The boy was a young prince, imprisoned by his enemy. He

showed Joseph his beautiful rooms. All this pleased our shepherd boy very much. Yet he was surprised to find the young prince unhappy. Then he remembered that

“This world is all a fleeting show,
For man’s illusion given;
The smiles of joy, the tears of woe,
Deceitful shine, deceitful flow—
There’s nothing *true* but heaven.”

(THERE’S NOTHING TRUE BUT HEAVEN, p. 126.)

Then, to distract the shepherd, the poor prince proposed some games, that soon fatigued both, and our country lad desired to return to his dear flocks and his good parents.

But it was easier to get into the castle than out of it. Weeks passed, and our shepherd and the prince were still prisoners. They felt the dreariness of the nights, all alone, and often the shepherd thought of

“The little window where the sun
Came peeping in at morn,”

and the light that

“Never came a wink too soon,
Nor brought too long a day.”

(PAST AND PRESENT, p. 194.)

He sighed for the green fields and running streams. At length, the trial became too great for the prince child, who sank under his sorrows and his trials, leaving his stronger companion to seek the air of liberty.

Once released, the shepherd lad hastened down the valley, crossed the swift river, and again beheld his thatched roof, and was welcomed by his bleating charge.

Then, more than ever, when embracing father and mother, did our little lad feel that

“The dearest spot on earth to man
Is home, sweet home.”

An excellent exercise will be, previous to a composition, to let each pupil contribute something taken from the Reader, or from other sources, that may help in collating sufficient matter. The subject should be announced some time ahead.

Any one of the subjects suggested in “The Advanced Reader” will answer.

N. B. Of course in these compositions we need not hold to the text. Full scope should be given every pupil’s fancy, within the bounds of the probable.

HINTS.

ADVANCED READER.

THE MODEL MAN, p. 1.

COMPOSITION (SPECIMEN).

- (a) 1. He that has faith in me, shall have power to perform the same works that I do, and even greater. 2. If any one believe in me, he shall be able to do all, and even more, than I have done.
- (b) 1. They who had been afraid to defend the truth, now, fearless of threats or persecution, boldly preach the Gospel to all mankind. 2. We are astonished at the zeal and intrepidity with which the Apostles, lately so weak and fearful in the cause of truth, now, in spite of human intervention, advance to evangelize the world.
- (c) 1. When Caiphas directly asked our Lord, "Are you the Son of God?" he hesitates not, but immediately replies, "I am." 2. Upon being interrogated by the high-priest as to his divinity, Christ unhesitatingly declares that he is the Son of God.

VENI CREATOR, p. 6.

Creator Spirit — Holy Ghost.

Human kind — Mankind.

Made free from — Sorrow and sin.

Means besides prayer, makes us free — Sacraments.

"Temples," last line, first stanza — Our souls.

Paraclete — Holy Ghost, comforter.

A heavenly love to reach us — Through the Holy Ghost.

Grace does for us, "while we sing" — Sanctifies us.

Gift of tongues — Either speaking, or being understood, in many languages.

Received this gift at Pentecost — The Apostles and disciples who had assembled to await the coming of the Holy Ghost.

Two ways, gift bestowed — Either to speak all languages, or to be understood, in one language, by all.

The more convenient — The latter.

Why? — People of different nations could listen to one speaking in the common language.

Eloquence — The expression of strong emotions in such a manner as to excite corresponding emotions in others.

Earthly parts — Natural inclinations.

Our frailties — Our natural imperfections or failings.

Senses — Sight, hearing, taste, smell, touch.

Infernal foe — Satan.

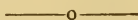
Holy Spirit "guide and protect us in the way" — Lest we should stray from the path of duty.

Spirit, does this for children — Guardian Angel.

Asked for "Eternal Father's name" — That immortal honor and endless fame may ever attend his holy name.

"Saviour Son be glorified" — Because he died for man's redemption.

"Eternal Paraclete may be adored" — Equally with the Father and the Son.



GROWTH AND REPAIR OF THE BODY, p. 8.

Human body compared — To a house.

Materials necessary to build a house — Stone, brick, timber, mortar, etc.

Mortar made — From lime, sand, and water.

Use of hair in mortar — To cause greater adhesion.

The house in which the soul lives — The body.

Body made of — Blood.

Body kept in repair — By circulation of the blood.

Things on outside of body — Skin, hair, nails.

Parts of eye — Eye-ball, cornea, iris, etc.

Nerves — Organs of sensation passing from the brain throughout the body.

Tendons — Sinews, that which unites muscles and bones.

Muscles — Organs of motion in animals.

Gland — A secreting organ of the body.

Use of eye-glands — To secrete tears.

Tears of use to eye — Yes.

How? — By keeping it moist.

Organ which sends blood to every part of the body — The heart.

Arteries — Vessels for conveying the blood from the heart to all parts of the body.

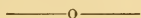
Veins — Vessels that receive the blood from the capillaries and return it to the heart.

More dangerous to cut artery than a vein — Yes.

Why? — Because more liable to cause death.

Bleeding of artery may be stopped — By tight pressure on the artery between wound and heart.

Admire in mechanism of our bodies — The wisdom of the Creator.



DELAYS, p. 12.

Delays shunned — Because they breed remorse.

Remorse — Anguish caused by sense of guilt.

“Ling’ring labors” — Works postponed.

Some “ling’ring labors” — Sinners’ conversion, etc.

“Good is best” — When promptly performed.

“Lest thou repent thee” — Lest thou regret thy misdeeds.

Dangers in hoisting sail — If delayed, the vessel might be born out of her course, or crushed on a rock.

“Sober speed is wisdom’s leisure” — ’Tis wise to act with prudent haste.

“After-wits” — Reflections after an act.

Seize time by forehead — Because time past can never be recalled.

Demurs — Hesitations.

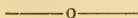
Young wound — A newly made wound.

Ask deeper lancing — Require greater skill.

Substitutes for “ask” — Require, need, demand, necessitate.

Last stanza — See text.

Following lines, three ways — 1. Single pennies have but little value, many make a fortune. 2. “Many a little makes a mickle.”
3. “Trifles make perfection.”



RING OUT, WILD BELLS, p. 20.

Wrote this — Alfred Tennyson.

Poet laureate — A poet attached to the court of England, whose office it

is to compose an ode for the sovereign's birth-day and other suitable occasions.

Present influence of Tennyson's writings — It is such that the English poetry of the present day is more remarkable for its purity of expression than that of former periods.

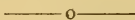
This kind of composition called — Poetical composition.

Year dying — The old year.

First two lines, third stanza — Let that sorrow for the dead which injures the mind, depart with the year.

"The faithless coldness of the times" — Religious indifference.

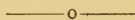
"Narrowing lust of gold" — Avarice.



BUTTERED ON BOTH SIDES, p. 22.

Green Mountain State — Vermont.

So called — From the Green Mountains, a range which passes through the State.



ERIN'S FLAG, p. 25.

Erin — Isle of Saints, Emerald Isle, Hibernia, Ireland.

Clan — A tribe, collection of families having the same chieftain, name, ancestor.

Irish Clans — O'Neills, O'Connors, Fitzgeralds.

Celts — Present inhabitants of Ireland, Wales, Highlands of Scotland, and northern shores of France. They are the descendants of an ancient race of people of Asiatic origin.

Thus swore — On the battle field.

"Erin's Sunburst" — Her flag.

"A gleam through the gloom" — A ray of hope amid her sufferings.

Banner's sheen — Its brightness, splendor.

Deeds of renown — Clontarf, Fontenoy, Fredricksburg.

"Tyrant's foul tread" — The oppression of her enemy.

Shred — A long, narrow strip torn or cut off.

Banner in shreds — When torn in battle.

Period called — Famine.

Plume its pinions — By picking and adjusting its wings.

Exiles meant, last stanza — Exiles of Erin.

These exiles found — Chiefly in America and Australia.

GEORGE STEPHENSON, p. 27.

COMPOSITION (SPECIMEN).

It has been well said that where there's a will there's a way. This has been truly verified in the life and work of George Stephenson. He was born in 1781, at a mining village called Wylam, on the river Tyne. When about eight years old he was employed in herding cows, for which he received five cents a day. During his leisure moments he was wont to amuse himself by modelling small steam-engines in clay. It was thus that the genius of the future mechanic shone forth in his early amusements.

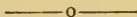
Shortly after his twelfth year, he was chosen assistant-fireman to his father at Dewley. In this employment he displayed that great steadiness of character which won for him the esteem and affection both of his equals and superiors. Although noted for his sobriety, and most happy when engaged at his work, he still experienced much delight in such recreations as wrestling, throwing, and other gymnastic exercises. His strong determination in well-doing soon merited a promotion to the situation of engineman at Newburn. This was a position of great importance, but attended with corresponding difficulties. It was his duty when the pumps were out of order to endeavor by plugging, or stuffing, to make them draw. As long as the engine and pumps were in good working order he had little or nothing to do. Still, even in these idle moments, he took good care to keep himself busy. He generally resorted to his childhood's fancy for making small steam-engines in clay, in order to impress upon his memory the exact form of the various parts of an engine. It was at this time that his curiosity was excited in regard to other engines which were described in books. But to enjoy this valuable source of information, he must first learn to read. Accordingly, in his eighteenth year he began the difficult task of learning the alphabet. Having found a teacher, he agreed to receive lessons in the evening, and to pay seven cents a week. Such was his application, that by his nineteenth year he was able not only to read but to write his name. His school hours being very short, he was accustomed to have problems placed upon his slate, which he would solve during the day while engaged at his work. How different were his opportunities for an education from those of which our students of the present day think so little! And what an example of industry has he not shown of the little knowledge within his reach!

George Stephenson gained his first signal victory in the estimation of his fellow-men in 1810. At Killingworth High Pit there was a steam-engine that refused to do its work. After several clever

engineers had tried in vain to set it in order, young George was told to try his hand at it. Contrary to all expectations his attempt was a complete success. After this he was considered as a regular engineer and always consulted in matters of moment. Notwithstanding the many obstacles arising from his poverty and want of education, in 1815 he extended his fame by the invention of a safety-lamp.

We next find him constructing his first locomotive, at Killingworth, and laying a railway between Liverpool and Manchester. The year 1829 saw him the successful competitor for a prize of two thousand five hundred dollars, obtained by the construction of a locomotive remarkable not only for its speed, but also for the wonderful devices by which this speed was attained. Seven years later he controlled two hundred and fourteen miles of railway, valued at \$25,000,000.

Having gone to Spain and Belgium in the fall of 1845 to plan some new railways, he caught a cold, from the effects of which he died in 1848. His brilliant career may well be considered as a beautiful instance of that success which is always attendant on honest purpose and noble effort.



“MY FATHER’S GROWING OLD,” p. 31.

“His eye looks dimly on the page” — Sight failing.

“Locks silvered o’er by age” — His hair becoming gray.

Last four lines, first stanza — I well know the fact which others have often told me: my father is becoming old and feeble.

Father, in my youth — Led me by the hand, guided my steps, and calmed my fears.

I must now — Guide his faltering steps.

“Sunset’s rosy glow” — Reflection of sun’s last rays on the horizon.

Departs — When sun has entirely set.

Family retires — To the hearth.

“Chasten’d tones” — Solemn whispers.

Said in this whisper — My father’s growing old.

“Songs of long ago” — Songs of father’s early years.

“Lays” — In general, narrative poetry sung by bards.

“Clarion tones” — High, clear sounds.

“Wreathes his pale lips” — Encircles, plays upon.

“Voice and footsteps tell” — Voice, tremulous; footsteps, tottering.

Last stanza — Father, you tried to share my joys and calm my fears.

Now, in your closing days, I’ll try to cheer your path to a better land. My love will increase with your age.

LINES WRITTEN IN RICHMOND CHURCH-YARD, p. 39.

Ambition—An eager desire of honor or power, sometimes inordinate.

Ambition ends—In death.

"Purple of pride"—Costly apparel.

Parable, "fine purple"—See Luke, xvi. 19-24.

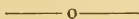
"Who hid have been hid"—Those who hid riches, have, in their turn, been hidden in the grave.

Worm, "a reveller"—Because he feeds plentifully in the grave.

Death, trophies enough—Because king and peasant submit to his decree.

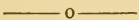
"Lamb of the great sacrifice"—Jesus Christ.

Last stanza—We'll cherish hope that tells us of a resurrection taught by faith and merited by our Lord.



USING THE EYES, p. 41.

Other examples—Benjamin Franklin, Roger Bacon, Euclid, Archimédes, Columbus.

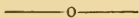


THE PICKET OF THE POTOMAC, p. 44.

A draft—A selection from the people, by lot, for military service.

Duty of the picket—To give notice of an enemy's approach.

Sufferings caused by war—Loss of life, famine, destruction of property, epidemics.



THE UNKNOWN PAINTER, p. 46.

Question—Sebastian, who remains in this room at night?

Answer—None but I, master.

Question—Sebastian, who is your master?

Answer—You, sir.

Question—Dear pupils, should I reward or punish him?

Answer—Reward him, master.

Question—What shall I give him?

Answer—One,—a suit of clothes. Another,—a sum of money.

Patroness of painting—Roman Catholic Church.

Painters encouraged by the Church—Raphael, Michael Angelo, Fra Angelo.

THE KNIGHT'S TOAST, p. 48.

COMPOSITION (SPECIMEN).

It is a beautiful evening in the month of October, in the year 809. The harvest moon is shining brightly. A gentle breeze is heard rustling through the heaps of autumnal leaves which lie scattered here and there over the streets of the gay European metropolis. Parties of twos and threes, and even more, are seen hurrying along, all seemingly going in one direction. Let us follow, dear reader, that we may learn the cause of this unusual commotion—but we have already arrived at the end of our journey; for, see! yonder spacious hall bespeaks a festival. We will join the merry crowd. What sweet strains of music greet our ears, as we enter the portals of this stately mansion of beauty, wealth, and bliss! Our eyes are dazzled by the rich and gorgeous decorations. Running North and South, East and West, are magnificent tables heavily laden with gold and silver, and delicious viands. Pleasant song and merry laughter re-echo through the hall. All the joyous company seem gay and happy—when lo! the feast is o'er, and silence reigns supreme.

Before each guest is placed a silver goblet filled with flashing wine. Then the host, smiling, rises and proposes a toast in honor of the ladies. As an introduction he names Stanley's dame, the Lady Gundamere. The guests, springing to their feet, give the joyous shout, and raise the cup on high. They continue the gladsome cry till Stanley softly speaks, "enough, enough." He then declares that each, in turn, must pledge the lady of his heart. Each knight gives vent to the feelings of his heart, in high praises of his lady's grace or beauty, constancy or fame. So far all goes well. But now St. Leon's turn has come. He is a gallant knight admired by all, and far-famed in the annals of chivalry. Lifting the sparkling cup on high, he begins his toast. His praises are so many and so grand that all the company are filled with indignation. They unsheathe the sword and sternly demand the name of this most peerless dame, whose love he counts so high. The noble knight, St. Leon, at last pauses; and bending his head with reverence, sweetly says:

"For you, brave knights, go, love another;
My fondest, truest love's for 'Mother.'"

— o —

AN APRIL DAY, p. 56.

"*Garnered fulness*" — Rain.

Wrapt by the mist — Hill, valley, grove and town.

Kind of day — Calm, though rainy.

Sounds unheard — Wind, bird, cattle.

Cattle that low — Bull, ox and cow.

Have almost believed — That he heard the leaves and blossoms growing.

I stood — To hear.

To hear — The rain's continuous sound.

The rain fell — In small drops, but thick and fast.

Earth screened by leaves — In summer.

Honeysuckle buds grown — To twice their size.

"Shoots of tender green" — Young branches.

"Cleaving cones" — Opening buds.

Shape of cone — By example.

Cone with paper — By practice.

"Milk-white flowers revealed" — By the opening of the buds.

Odor of flowers steals upon us — Through sense of smell.

Air appears steamy — When filled with mist.

"Rife" — Abounding, prevailing.

Sentences with rife — 1. The earth is rife with sin. 2. The heavens and the earth are with beauty rife.

Creatures rejoiced by rain — Man, beasts, fowls, trees, plants, shrubs.

"Momentary deluge" — A heavy shower of rain.

Dimples — Slight depressions on a surface.

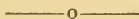
Dimples on baby's face — Delicate depressions on its cheeks or chin.

"Glittering rain," compared — To the farewell of a passing cloud, and the fringes of her train.

A train — Anything drawn after, chiefly that part of a gown which trails behind.

Rain like fringes of train — Like the fine floss of which fringe is made.

Rain, four places in Sacred History — Gen., vii. 12; Matt., vii. 25-27; Matt., v. 25; Acts., xiv. 16.



NOBLE REVENGE, p. 58.

Cause, ill-feeling, officer and soldier — The officer in a moment of irritation had struck the soldier.

Soldier prevented from retaliating — By the laws of military discipline.

The soldier said to the officer — He would make him regret it.

Occasion for display of soldier's courage — A redoubt, which has been taken by the enemy, must be recaptured.

A redoubt — An outwork raised outside a fortification.

The soldier volunteered — To assume the leadership of a strong party that had offered to retake this redoubt.

Hieroglyphic report — The sounds incident to a battle: the roar of the guns, indicating the violence of the struggle; the cries indicating victory or defeat, as they are exulting or despairing, etc.

Success attending enterprise — Redoubt recaptured.

The officer welcomed back the party — Rushes forward; with his left hand salutes the fragments of their flag, and with his right seizes that of the leader.

When officer and soldier faced each other — A pause ensued.

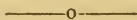
This hesitation lasted — For a very short time.

The officer showed his appreciation of the soldier's bravery — By springing forward, throwing his arms around the soldier's neck, and kissing him.

The soldier returned this acknowledgment — Stepping back, giving the military salute, making this answer: Sir, I told you that I would make you regret it.

We may best make one repent — By returning good for evil.

Scripture text (in Composition) — Matt, vi. 12; Mark., xi. 25; Eph., iv. 32; Col., iii. 13.



MIDNIGHT SUN, p. 63.

Straits of Magellan — Situated at southern extremity of South America, separating it from the Island Terra del Fuego.

Gulf Stream — So called from having its chief focus in the Gulf of Mexico. Enters the gulf from Caribbean Sea, emerges into the Atlantic through Florida Strait, passes along coast of United States, Nova Scotia, and Newfoundland, where it meets Arctic current. Their unequal temperatures cause the celebrated fogs of Newfoundland. From the banks of Newfoundland its course is eastward to the British Isles, where it is divided; one part passing into the polar basin of Spitzbergen, and the other expending its force in the Bay of Biscay. The former branch finally extends to the North Cape, where it is lost in the Polar Sea.

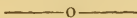
"Ultima Thule" — The utmost limit; here, the North Cape.

Fjords — In general, any bay or inlet; but so called especially on the coast of Norway: as Alten, Drontheim.

Lapland — A cold and barren territory lying north-west of Russia, bordering on Sweden. Area 150,000 square miles, population about 70,000, chiefly Swedes and Russians.

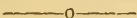
Rock painting — Reflection of the sun's rays upon the rock.

Hammerfest—In Norway, is the most northern town of Europe, 71 deg., 20 min. North. Pupil points out on the map.



ANTONY CANOVA, p. 66.

Academy—An institution for the cultivation of science and art.

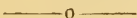


OLD TIMES, p. 69.

Limerick—South-west part of Ireland, on the Shannon.

Celebrated for—The manufacture of exquisite lace, successful resistance to William of Orange in 1690, and subsequent treaty with English Government.

Treaty—A contract between two or more nations, or sovereigns.



ST. ELIZABETH OF HUNGARY, p. 71.

To solace the suffering members of Christ—Comfort the afflicted.

Poor called members of Christ—Because they constitute the choicest portion of his Church. Relate story of St. Laurence's treasures.

Scripture, Lord's affection for the poor—Mark, x. 21; Luke, vi. 20; Gal., ii. 10.

"She knew that nothing strengthens," etc.—Nothing makes one more charitable than thorough acquaintance with the details of human misery.

Miraculous manner—See text.



LOVE OF COUNTRY, p. 75.

Questions in first six lines—1. Is there a man who has never said to himself, this is my native land? 2. Has his heart never burned within him as he turned his footsteps homeward?

Answer to such a person—No matter what his titles, name or wealth, he shall lose his fame, and o'er his memory none will grieve.

Expressions for "native land"—Land of birth, home.

Expression for "foreign strand"—Strange country.

"Mark him well"—Observe him closely.

"Boundless his wealth as wish can claim"—As rich as possible.

"Concentrated all in self"—His mind wholly occupied with himself.

"Doubly dying"—Loss of life and reputation.

PAUL REVERE'S RIDE, p. 81.

Events took place — On 18th April, 1775.

Took place — Middlesex County, Mass.

Paul Revere rouse colonists — To prevent British from reaching Concord. *Charlestown* — On a peninsula North of Boston.

"Moonlight flowing over all" — Moon shedding its light over the town.

"Creeping along from tent to tent" — The whistling of the wind through the camp.

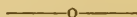
"Shadowy something in the bay" — The Somerset, British man-of-war.

"The fate of a nation was riding that night" — On Paul Revere's message to arouse the people, depended the fate of America.

Lexington — Eleven miles North-west of Boston, Middlesex County, Mass.

Concord — Thirteen miles North-west of Boston, Middlesex County, Mass.

Bloody work — Battle of the morrow.



THE REVOLUTIONARY ALARM, p. 86.

"Darkness closed" etc. — Night came on, but excitement prevented sleep.

Occasions "reveille" used — 1. For rising. 2. To notify sentinels to abstain from challenging. 3. General alarm.

Cliffs of Quebec — Let pupil describe in his own words the taking of Quebec by General Wolfe.

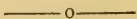
Revolution — Pupil relates one or two incidents.

Different places, this lesson — Pupil points out on map.

Palmettos found — West Indies and Southern States.

Commonwealth — An established form of government, chiefly applied to free and popular States.

Extreme events in history — American Revolution, French Revolution of '93, extinction of Irish Parliament, 1801.



THE DYING CHRISTIAN TO HIS SOUL, p. 88.

Anything vital — When essential to life.

Soul called vital spark — The life of the body.

Mortal frame — Body.

"Man is trembling, hoping," etc. — Because of the uncertainty of the future.

Death, pain yet bliss — Painful, in regard to things of this life; blissful, those of the other.

"Languish into life" — Gently pass to heaven.

Told to hearken — The soul.

Sister spirit — The soul of the dying Christian.

Death absorbs us quite, etc. — Removing us from all else.

Recedes and disappears — The world.

Happens to my ears — Filled with heavenly music.

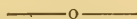
Asked to lend wings — The angels.

Victorious over death — Gain heaven.

Escape its sting — When we die in God's grace.

Scripture, just man's death — "Blessed are the dead who die in the Lord."

Good deaths — Sts. Joseph, Aloysius, Stanislaus, etc.

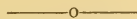


INSUFFICIENCY OF NATURAL RELIGION, p. 90.

Natural religion treats children — They are sacrificed to her honor.

"Unknown God" — Acts, xvii. 23.

Intellectual giants — Aristotle, Plato, Thales, Pythagoras, Socrates, Seneca.



LINES ON A SKELETON, p. 94.

Ruin — That which has become worthless through injury or decay.

Skull a ruin — Because it moulders and decays.

Found in ruins — Debris.

Once in skull — The brain (for details, see first stanza).

Ethereal things — Ether, air, spirit.

Retreat — A place of privacy or safety; of retirement from daily occupation.

Favored American retreats — Lake George, White Mountains, etc.

Visions, youthful heads — Visions of beauty and pleasure.

Visions, older heads — Visions of honor, power, learning.

Any left — None.

Canopies seen — In processions of Blessed Sacrament, over thrones, etc.

Some you have seen — Pupil mentions.

Shone from out this canopy — The bright and busy eye.

Use of our eyes — In viewing only that which is lawful.

Our reward — The beatific vision.

Cavern, where — In the skull.

Use of tongue — To speak truth and justice.

Good things say — Prayers and kind words.

Evil avoid — Blasphemy, detraction, and unkind words.

Result — Favorable judgment.

"Fingers shine with envied rubies" — Being adorned with jewelled rings.

"All the same to those fingers now" — To have hewn the rock or worn the gem.

Hands comfort mourner — By ministering unto him.

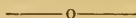
Society in Catholic Church does this — St. Vincent de Paul's.

"Bowers of ease" — The abodes of comfort and wealth.

"Seek affliction's humble shed" — By the practice of the works of mercy.

"Grandeur's guilty bribe" — Sinful inducements of the rich.

"Feet of just vie with angel's wings" — In the possession of agility.



A TERRIBLE FIFTY MINUTES, p. 95.

Switzerland — Situated north of Italy, between Austria and France.

Glacier — An immense mass of ice, or snow and ice, formed in the region of perpetual snow.

"Augured well" — Predicted fair weather.

Alpenstock — A long, iron-pointed staff used in travelling among the Alps.

Crevasse — A cleft by which a glacier is divided.

Other dangers — Avalanches, whirlwinds, snow-drifts.

Avalanche — A body of snow, ice, and earth sliding down a mountain.

To protect travellers — Trees are left standing to arrest the progress of the avalanches; and houses are erected under the shelter of rocks.

Monks of St. Bernard — In 962 St. Bernard of Menthon founded a monastery of Augustinian monks on the mountain now known as the Great St. Bernard. This monastery is noted for the hospitality afforded to travellers.

Death by avalanche — "Excelsior" (Longfellow).

Necessity of riding over mountain removed — Mt. Cenis and Simplon tunnels.



THE INQUIRY, p. 100.

Question, first four lines — Do you know a place where mortals weep no more?

Spot described — As a pleasant valley in the West, where the weary soul may rest from toil and pain.

The wind sighed — Through compassion for man.

The billows — Play around me.

"The favored island" — A distant place of bliss.

Weary man sighs — For happiness.

Always lives, never dies — Joy, friendship.

Earth embraced at night — Darkness.

Moon asked — If she has seen a place where man might find perfect happiness.

Moon withdrew — Through grief at not having seen such a spot.

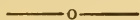
Virtues, last stanza — Faith and hope.

Question asked — Is there not a place where man may be happy?

Grief finds — A balm.

Best boons — Faith, hope, and love.

Faith and hope answered — "Yes, in Heaven."



EUROPEAN CIVILIZATION, p. 106.

COMPOSITION (SPECIMEN).

IDENTITY OF CHRISTIANITY AND CATHOLICITY — An improper distinction is frequently made between the influence of Christianity and that of Catholicity upon civilization. This, however, is wrong; for it is a well-known fact that Catholicity could, for many centuries before the Protestant Reformation, claim an exclusive merit in European civilization.

MISTAKE OF PROTESTANT WRITERS — Blinded by fanaticism they fail to see that long before the dawn of Protestantism, the glorious work of civilization was bordering on completion. They, furthermore, unjustly and ungratefully reproach Catholicity with the spirit of barbarism, ignorance and oppression; while they make an ostentatious display of the rich civilization, knowledge, and liberty for which they are indebted to her.

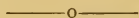
CONTINUATION — If Protestants do not wish to enter into a lengthy investigation of the intimate connection between Catholicity and European civilization, they should, at least, examine the condition of countries where Catholicity has had full sway, and compare them with those in which her influence has been considerably retarded.

For instance, let them glance at the East and the West, both of which were subject to great revolutions. They both professed Christianity; but in the East, the Catholic principle was weak, while it was most energetic in the West. Neither the northern barbarians, nor the repeated assaults of Islamism, could destroy the germs of Catholicity in the latter. The East, on the contrary, finally yielded

to the repeated blows of age and infidelity. Consequently, that extraordinary brilliancy with which the civilization of Europe has shone since the sixteenth century, cannot be attributed to the Protestant Reformation. Thanks to the labors and influence of the Catholic Church, that greatness and splendor which Europe now displays, arose not from, but in spite of Protestantism.

CHURCH CIVILIZED FIRST CONVERTS—Pupil gives a short account of the conversion of Germany or England.

THIS FURTHER ELUCIDATED—Pupil writes a short narration of Catholic missions in the United States.



SYMBOLISM OF CHRISTIANITY, p. 115.

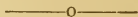
Symbolism—A system of representations (relating here to our religion).

“Solitary worshippers”—Those who adore God in secret.

Catholic church recalls—A person, on entering a Catholic church, is forcibly attracted by the appearance of the high, or principal altars, surmounted by the emblem of our redemption. To a Catholic this vividly recalls the passion and death of our divine Lord. By the statue of the Madonna and child, he is reminded of the birth and infancy of the child Jesus. The statue of St. Joseph reveals the hidden life of Egypt and Nazareth; the Baptismal font, the baptism by St. John; the pulpit, his public life; the confessional, the institution of the sacrament of penance; the tabernacle, that of the blessed Eucharist; the stations, the principal incidents of his passion; the choir, his resurrection, or victory over death; the dome or steeple, his ascension; and the lamp, the ever sweet but steady sway of our dear Saviour’s gospel ray. Besides these, there are various pictures and ornaments whose signification may be discovered by the pupil’s ingenuity.

St. Stephen’s death scene—Acts, vii. 55–59.

St. Ambrose said to Monica—“A child of so many prayers and tears can not be lost.”



SPEECH OF LORD CHATHAM ON THE AMERICAN WAR, p. 117.

To join in congratulation—To unite in expressions of joy and sympathy.

“Instructing the throne”—Acquainting the king with the true state of affairs.

Three prophets, thus instructed the throne — Nathan instructed David; Samuel, Saul; Elias, Achab.

Here meant by ministers — Chief dignitaries of State.

Ministers infatuated — When they blindly pursue an erroneous policy.

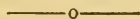
Three kings suffered from such infatuation — Roboam, Henry IV. of Germany, Napoleon I.

Parliament "dead to duty" — When it gives its support to measures which are prejudicial to the interests of the State.

Parliament "dead to duty," mention a — The English Parliament that condemned to death Mary, Queen of Scots.

Body in United States, corresponds with English Parliament — Congress.

Foreign troop — A body of soldiers belonging to another country.



THERE'S NOTHING TRUE BUT HEAVEN, p. 126.

First stanza — See text.

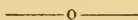
Change nouns, etc. — Synonymous terms.

"Smiles of joy" — Expectation of good, gratification of desire, success in any undertaking, good fortune, acquisition of knowledge, possession of riches.

"Tears of woe" — Death, disappointment, loss, poverty, misfortune, evil forebodings.

"Fancy's flash" — Pleasant images of the imagination.

"Reason's ray" — Decisions of the judgment.



THE LION, p. 127.

Lion not lord of the forest — Because he does not inhabit forests.

Usually lives — In desert plains lightly covered with vegetation, or on the borders of rivers and in jungles.

Hunts prey — After nightfall.

Seasons agreeable to him — Stormy.

Usual way of hunting — By mingling his voice with the thunder, and thus frightening timid animals, he makes them easy victims of his ferocity. He generally, however, lies concealed, or creeps stealthily along toward his victim, upon which he springs with a sudden bound.

Carnivora — Flesh-feeding animals.

Ordinary character — Timid, unless when attacked.

Animal Africans dread more — Leopard.

Act, encountered in daytime — See text.

Dr. Livingstone — African traveller and explorer, Protestant missionary.

Born in Scotland in 1813; died in Central Africa in 1873.

Adventure with lion — Give text in your own words.

Effect upon him — See text.

Cause of this state — The shake annihilated both fear and horror.

Wise purpose, secures this — God's beneficence.

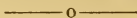
Its great use — To lessen the pain of death.

"Majestic roar" believed by Dr. Livingstone — No.

Its roar resembles — The cry of the ostrich.

Livingstone distinguished — In general, the lion's voice is deeper than that of the ostrich; but the only certain distinction is that the ostrich roars by day and the lion by night.

Lion contributes to the support of natives — They either deprive him of his prey, or obtain the carcasses which he leaves at the break of day.



WHAT IS TIME? p. 131.

Persons questioned — Aged man, venerable dead, sinner.

"A man of cares" — One having great responsibility.

"The warp of life" — Time; for moments are to life what threads are to cloth.

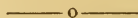
"Tide of life" — Blood.

"Silver spheres" — Stars.

"Bright chronometers of days and years" — Sun and stars, the measures of time.

Words of a dying sinner — 1. It is a treasure, but I have lost it. 2. Alas! for me this treasure is forever lost. 3. This valued prize shall never more be mine.

Words of spirit lost — 1. An atom of eternity. 2. A minute portion of infinite duration. 3. An exceedingly small period of endless ages.



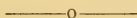
DEATH OF MARY, QUEEN OF SCOTS, p. 132.

Mary proved her courage as a woman — 1. By insisting upon having her own servants present at her execution. 2. By bearing without shrinking the gaze of the spectators, sight of scaffold, the block and executioner. 3. By the firm and dignified manner in which she addressed her enemies.

Independence as a queen — 1. By boldly informing the Earl of Kent of her royal descent. 2. By telling her executioner that she was

a sovereign princess, not subject to the Parliament of England, but brought there to suffer by injustice and violence.

Devotedness as a Catholic — 1. By making public profession of her faith on the scaffold. 2. By praying for her enemies. 3. By rejecting proffered services of Dr. Fletcher.



A NAME IN THE SAND, p. 137.

Did with shell — Wrote name and date on sand.

Washed lines away — A wave.

Thought struck author — That in like manner a wave of the future would efface his name and day from the shore of time.

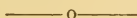
Difference, track and trace — Trace, any mark or appearance of what has been; track, mark, more especially of the foot.

Lasting record — An account that remains.

Found in this book — All our thoughts, words, actions.

Our mortal part — Body.

Immortal part — Soul.



THE CHURCH PROGRESSIVE, p. 142.

First sentence changed — The Church is doubtless the author of all true civilization.

Civilization effected — By improving individuals.

Family treated by heathenism — Made subject, in all its relations, to the arbitrary power of the State.

Marital tie — Marriage.

Pyramids erected — At the sacrifice of the lives and fortunes of many human beings.

Guizot's admission — See text.

Pius IX, independence in U. S. — Said that he was more Pope in U. S. than anywhere else.



WAGES, p. 145.

Wages — Payment for labor.

Difference in wages — See text.

Wages alone, induce practice of law — It is also the love of that wealth, power, and respect by which success in any of the liberal arts is attended.

Difference in wages, just — Yes.

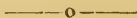
This fact illustrated — Pupil gives this paragraph in his own words.

Paragraph — Distinct part or sub-division of discourse.

Trades, higher wages — Masonry, bricklaying, paving, and painting.

Trades not mentioned in this lesson — Plastering, printing, stereotyping, out-door carpentering.

Last ten lines, sixth paragraph — If we add the earnings and expenses of all the lawyers of the world, we shall find that the yearly gain is but a small percentage of the yearly expense. Still the law and similar professions are constantly crowded with the most liberal and generous minds of the day. This is owing to the love of wealth and power, as well as the confidence that everyone has in his own good luck.



THE MESSIAH, p. 159.

"From Jesse's root" — Family of David.

"From high the dewy nectar pour" — Send the Saviour on earth.

"Returning Justice lift aloft her scale" — The world no longer governed by fear but by love. Men shall henceforth love justice.

"Olive wand" — Soothing influence; influence of peace.

"Auspicious Babe" — Infant Jesus.

Voice, said "Prepare the way," etc. — St. John Baptist's.

Explanation, first two lines (p. 161) — Wars shall cease.

Basilisk's eye — Its glance was said to be fatal.



THE INCHCAPE BELL, p. 164.

First stanza — The vessel was becalmed.

Second stanza — The waves flowed over the Inchcape rock without moving the bell.

Adjectives and verbs, third stanza — Put, was borne, rocked, pealed.

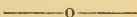
Adjectives and verbs, fourth stanza — Was (same), was concealed, perceived (by ear), cautioning, recognized, dangerous, praise.

Sir Ralph's occupation — Piracy.

How punished — His ship struck the Inchcape rock, and he and all his crew were drowned.

Conversation — Having been overtaken by a fog near Scotland, the rover endeavored to calm the fears of his crew, by pointing

out the dawn of the rising moon. One of them replied, that judging from the sound of the breakers, he thought they should be near the shore. He also expressed a wish to hear the Inchcape bell.



THE IDEA OF A SAINT, p. 168.

Feeling of worldly-minded Catholics — Although they have not the courage to imitate, they still venerate those who practise virtue.

Pattern for Catholics — The saints.

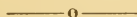
Name given to saints — Servants of God.

They were heroes — Because they upheld the standard of truth and charity.

Chief works — Spiritual and corporal works of mercy.

Saints raised up — To glorify God and to be models for man.

Six saints — St. Aloysius, for his innocence and devotion to the Blessed Virgin; St. Joseph, for love of our Lord and Blessed Virgin; St. Vincent de Paul, love of poor and little children; St. Patrick, devotion to Blessed Trinity and zeal in conversion of the Irish; St. Elizabeth of Hungary (see page 71 of Reader); St. Francis Xavier (see page 251 of Reader).



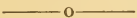
PAST AND PRESENT, p. 194.

Remember about sunrise — How it enters the window, bringing joy and gladness.

Flowers around birthplace — Red and white roses, violets, lilies, and lilacs (described by pupil).

“Play at swing,” an imaginary accident — Given in pupil’s own words.

Thought that makes one sad — Age has not apparently made us better.



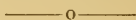
THE VISION OF THE MONK GABRIEL, p. 209.

First three stanzas, in prose — Let pupil state facts.

Six early monks — Sts. Paul, the first hermit, Anthony, Pacomius, Benedict, Arsenius, Dorotheus.

A monk — One who devotes himself to God, by solemn vows, in a monastery.

Gabriel rewarded — By a greater manifestation of our Lord's glory.
Why — Because of his prompt and faithful performance of duty.



TO THE EVENING WIND, p. 220.

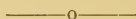
First stanza, first three lines, adjectives and nouns changed — Wind, shutters, daybreak or eve, oppressive, day (same), briskness, forehead.

"I welcome thee," etc. — To salute (with kindness), parched, ground, rambler, ocean.

Second stanza, last two lines — Depart, collecting, shadow, leave, heaven's, benediction, respired, swooning, world.

Wind told to do — Rock wood-bird, curl waters, rouse old wood.

Relieved by the evening wind — Homesick mariner, faint old man, the child asleep, they who attend sick-beds.



LOVE DUE TO THE CREATOR, p. 224.

Mortal aid, vain — When man's power is spent.

Man's greatest power — Prayer.

Power of prayer, from Bible — Pupil gives in his own words an account of these instances from the following indications: Moses, Madianites; Josue, sun standing still; Elias, drought and rain; St. Stephen, conversion of St. Paul; St. Paul, prevents shipwreck; Cornelius, conversion.

"Seraph throngs" — Great numbers of angels.

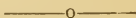
Difference, throng and crowd — Both a number of persons pressing together; but in the latter so closely as to cause inconvenience.

Spirits higher than seraphs — None.

Texts showing prayer's value — St. Matt., xxi. 22; Luke, xi. 13; John, xvi. 23, 24.

"Wing of night" — Darkness.

Fourth stanza — There are still another love and another power when those of man decline.



POLONIUS' ADVICE TO HIS SON, p. 228.

"Thoughts no tongue" — Speak not hastily.

Unproportioned act — Unseemly, improper.

"Dull our palm with unfledged comrades" — By allowing ourselves to be led by untried friends.

"Give ear to friends, without giving voice" — Listening to them, but at the same time reserving our consent or action.

Shakespeare's advice — According to our means; if rich, not gaudy.

Dress often indicates — A man's character.

Lose by lending — Our friend, as well as what is lent.

Must above all be true — To ourselves.

Prevent being false to others — Yes.

False to friend, New Testament — Judas.

One most faithful — St. John, the beloved disciple.

Blessing "seasoning" advice — Giving relish.

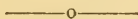
Season meat — Pepper, salt, etc.

Season fruit — Spicing.

Season wine — By allowing it to ferment.

Season reading lesson — By suitable preparation.

Season instructive sermon — By making it interesting.



WATERLOO, p. 235.

Description in first stanza — A night of festivity in the city of Brussels.

Heard, described in second stanza — The sound of cannon.

Brunswick's fated chieftain — Frederick William, Duke of Brunswick.

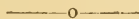
Scene followed roar of cannon — All rejoicing suddenly ceased. The citizens, pale and trembling, were seen hurrying to and fro. The young and the gay bade a sad farewell, not knowing if they should meet again.

Officers mounted — In great haste.

Parties named in sixth stanza — Cameron, Lochiel, Evan, Donald.

Described in last stanza — The combatants before and after battle.

Last line, changed — Friend and foe, horse and rider, are all scattered in a sea of blood.



LOVE FOR THE DEAD, p. 238.

Ordeal — Severe trial.

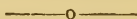
Precincts — Boundaries, districts, divisions.

Precincts of this school — Pupil names.

Survivor — One who outlives.

Names of some survivors — Pupil repeats from memory.

- Brood over* — To think a long time on a subject.
Boys brood over anything — When they give it serious thought.
Dying child compared — To a perishing blossom.
Child like a blossom — As the blossom's beauty quickly fades, even so the child's life departs.
To survive — To outlive.
Revelry — Noisy festivity.
Resentment — Grudge, indignation, displeasure.
Compunctious throb — Feeling of deep regret.
Unrequited — Not rewarded, unpaid.
Soothe pain — By kindness, sympathy.
"Silvered brow" — Gray-haired.
Ungracious word — Unkind word.
Knocking dolefully — Causing remorse.
Chaplet of flowers — A garland.
Futile tributes — Useless testimonials.
Repay our neglect of dead — Be more faithful to the living.
The living — Those still in the body.
General name applied to living — Mankind.
My neighbor — All mankind, see Luke, x. 29.



THE BELLS OF SHANDON, p. 250.

- Places named in selection* — Cork, in the southern part of Ireland, on the river Lee; River Lee, in the southern part of Ireland; Shandon, a village in Cork; Notre Dame, cathedral of Paris; Tiber, near centre of Italy, flowing south-east; Moscow, near centre of Russia, on River Moshva; St. Sophia, in Constantinople.
"Adrian's Mole" — A large structure erected at Rome by the Emperor Adrian.
Vatican — An assemblage of buildings, including the Pope's palace, near St. Peter's, Rome.
Pealing solemnly — Giving forth religiously grave, serious or awe-inspiring sounds.
Catholic church bells, solemnly, joyously — On joyful festivals.
Solemnly and sadly — During seasons of penance and sorrow.
Tapering points — Steeples, flag poles, etc.
Bells less sonorous than Shandon's — Notre Dame's, St. Peter's, Moscow's, St. Sophia's.
Fine chimes in America — Cathedral, Buffalo; Trinity Church, New York.

CŒUR DE LION AT THE BIER OF HIS FATHER, p. 256.

Scene in first three stanzas described — The king lay in state in the church of Fontevault. Beautiful banners of victory adorned the bier. His fellow-warriors were asleep beneath his couch of death. Solemn hymns, in measured cadence, re-echoed through the church. The torches, bright and clear as the noonday sun, shed a ruddy glare upon the settled face of death. Though sometimes darkened by the breath of incense, still it plainly showed, by the furrowed traces, that the royal sleeper's life had ended sadly. The priests, in long, dark stoles, sang in solemn strains the expiating Mass for the departed soul. It was well calculated to fill one with awe and deep reflection, to behold in that midnight stillness, the shining cross, the rubied crown, the glittering sword, and, above all, the silent king.

Priests were doing — Singing Mass.

Was heard — The heavy tread of the marching soldiery.

Was coming — Cœur de Lion.

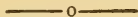
He came — With haughty look and piercing eye.

Struggle in his heart — It shook with sadness when he gazed on his father's bier.

"He reck'd not that they saw" — He cared not that they saw him weeping.

Words of sorrow and self-reproach — Let several pupils change, in turn, one stanza of these "words."

Pursue the youth through life — The calm, sad picture of his father's face in death.



THE CRADLE OF RELIGIOUS LIBERTY, p. 264.

Proprietary — A body of proprietors taken collectively.

Historian refers, "Protestants were sheltered" — That many Protestants sought and received shelter from the persecution of their brethren, both in England and the sister Colonies.

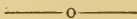
"Hath fallen out, dangerous consequence" — Religious intolerance, wherever proclaimed, has always proved dangerous to the commonwealth.

Above phrase in modern style — Has produced evil results.

Disfranchised friends of liberty — Those who, on account of their religious opinions, had been deprived of their rights as citizens.

Other colony, established religious toleration — Pennsylvania.

First paragraph changed — The settlement of Maryland was quietly and successfully effected. Inside of six months it had made greater progress than Virginia had in six years. The proprietors always provided, with great generosity, all that was required for its well-being and defence ; and considered nothing too great to further its prosperity. Through the peaceful laws and benevolence of Lord Baltimore, the barren land quickly blossomed with the vigorous growth and activity of happy colonists ; the Roman Catholics who were persecuted by the English laws always found refuge on the peaceful shores of the Chesapeake ; and here, also, Protestants found protection from Protestant bigotry. These were the pleasing omens with which the colony of Maryland was ushered into life. “ Its history is the history of benevolence, gratitude and toleration.”



ELEGY IN A COUNTRY CHURCH-YARD, p. 267.

“ *And leaves the world,*” etc. — Alone, at night, in the country.

“ *And drowsy tinklings lull,*” etc. — The occasional jingling of the sheep bell, as the flocks retire to rest.

“ *Yonder ivy-mantled tower* ” — Tower covered with ivy.

“ *Heaves the turf, mouldering heap* ” — Where the mounds of turf are crumbling away.

“ *Forefathers of the hamlet* ” — Early inhabitants of the village.

“ *The stubborn glebe* ” — The hard soil.

“ *The boast of heraldry* ” — Pride of noble ancestry.

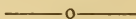
“ *Th' inevitable hour* ” — The hour of death.

“ *Storied urn* ” — The monument with its epitaph, recounting the virtues of the deceased.

“ *Pregnant with celestial fire* ” — Filled with the love of God.

“ *Living lyre* ” — Lyre well played.

Cromwell guiltless, country's blood — No.



CONVERSATION OF AN EDUCATED MAN, p. 272.

Said of Edmund Burke — We cannot stand under the same archway during a shower of rain without finding him out.

Preclude — To deter, prevent, shut off from.

A man of superior powers — A man of extraordinary intellectual development.

Six men of superior powers — St. Thomas Aquinas, Sir Isaac Newton, Leibnitz, Napoleon I, Benjamin Franklin, Père Lacordaire.

Integral part — Entire, complete.

Integral parts of school — Class rooms and other apartments, etc.

Integral parts of reader — Leaves, cover, and the matter.

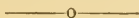
Integral parts of your church — Body, galleries, choir, sanctuary, altar, etc.

Desultory talk — Disconnected conversation.

Memory without judgment — If, in describing any scene or event, I speak of things as they appeared to my imagination at the time, without attributing effects to their proper causes.

Rectify failures — By correcting our errors or mistakes.

Child rectifies failures towards parents, etc. — By repentance and the proper performance of his duty.



MOTHER SETON, p. 273.

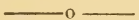
"Till within the dust," etc. — They have conquered the enemies of salvation.

"Lowly path of duty," etc. — By an exact performance of the humble duties of life, their actions have become sublime.

New Testament, "fondly treasured" — Luke, ii. 9.

"Flowing life-stream" — Issuing of blood from a wound.

Shrine their "saintly foundress" — Sisters of Charity.



THE SKY, p. 276.

Part of creation, most meditation — The firmament.

Sky might be, for all essential purposes — That, in his opinion, it would afford sufficient benefits to man if it always remained blue, and about every three days a rain cloud passed over the blue and watered the earth.

Occurs in sky every moment — A constant variation of the most exquisite and beautiful scenery.

Ordinary expressions about sky — Shining, gentle, spangled, ethereal, beautiful, capricious, sublime.

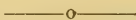
Questions, latter portion, seventh paragraph — 1. Who can describe for me the shapes and the precipices of the vast White Mountain

chain that encircled the horizon at noon yesterday? 2. Who saw the sunbeam that rose in the South and smote their summits until they melted away in a dust of rain? 3. At sunset yesterday, who noticed the dancing clouds blown like withered leaves before the wind?

Meant, "lampblack and lightning" — That the undeveloped faculties of our nature can only be aroused by grossness and terror.

Texts of Scripture, last paragraph — 1. Do not swear on any account; neither by heaven, for it is God's throne; nor by the earth, for it is his footstool. 2. God, our dear Father, who dwelleth in the realms of bliss!

Fifth paragraph changed — 1. The sky is sometimes mild, sometimes terrible, but never the same for two moments together. 2. It is almost human in its emotions, intellectual in its benevolence, and preternatural in its immensity. 3. Its recourse to the spiritual in us is most intelligible. 4. This appeal is, in fact, as distinct as its office of punishment or benediction to our mortality.



THE OLD SONGS, p. 281.

"Rove through life unblest" — When we meet with many misfortunes.

Notes meet our ear — By coming within our hearing.

Cause of eyes fading — Age and weeping.

Apostle's eyes thus faded — St. Peter's.

Old tunes do for eye — Revive and enkindle the joyful expressions of former days.

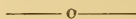
Sound of old songs like a soft gale — As the soft and balmy gale, passing along beds of flowers, still sighs on, even after the flowers have decayed; so, likewise, when even the dream of by-gone days is forgotten, their memory lives, and is recalled by repetition.

Language as powerful and universal as music — No.

Sound of music does, while not betraying — Sweetly soothes.

Songs that touch our hearts — "Home, Sweet Home," "Star Spangled Banner," "I Cannot Sing The Old Songs."

Lines from old songs — Pupils give some appropriate selections.



THE CITY OF THE DEAD, p. 285.

Sentences including words given for definition — As samples: — 1. The curiosity seekers pursued their researches among the material

that had become charred and solidified; the excavations penetrated deep till a skeleton was discovered, touching treasures found in a frescoed apartment. 2. Exhume the amphorae. 3. Terrible stories are told of the flagellation inflicted by the authorities upon writhing children.

Remarks on proper names — Isis, the principal goddess of the Egyptians, who honored her as their benefactress, for having instructed them in the cultivation of wheat and barley; Venus, goddess of female beauty and love; Diana, the virgin goddess who presided over hunting, chastity and marriage; Forum, a public place in Rome where causes were tried and orations delivered; Naples, situated in the western part of Italy on the Bay of Naples, is its most populous and healthy city; Herculaneum and Pompeii, two ancient cities of Italy, near Naples, which, with other places, were overwhelmed by an eruption of Mount Vesuvius, in the year 79 A. D.; Appian Way, an ancient Roman road, partly constructed by Appius Claudius, 313 B. C.; Actæon, a fabulous personage, whose occupation was hunting; Diomedes, a celebrated hero at the siege of Troy; Sallust, a Roman historian, born 86 B. C., died 34 B. C., author of "Cataline's Conspiracy" and "The Jugurthine War."



LITERARY MORALITY, p. 296.

Decalogue — Ten Commandments.

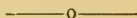
Great defect of modern fiction — Immorality.

Reader's duty in regard to immoral works — He should be select in his reading, and instead of patronizing and encouraging a bad book, should show it up in its true colors, as false in sentiment, false in fact, and false in principle.

Three rules for choice of books — 1. Both soul and intellect may derive profit from all works of literature that further the interest of truth and virtue. 2. One may safely read every literary production that is not opposed to virtue or truth, and implies the necessity of both. 3. Every literary work, no matter how artistic, that treats the subject as if the eternal principles of religion, truth and morality were not, should be discountenanced and doomed to oblivion.

A scene of daily occurrence — Behold the avidity with which that young lady devours the contents of the latest novel. See the

ecstatic glow that illumines her countenance as she advances in her story. Hear those sudden exclamations of joy or indignation that escape her lips. Above all, witness the offering of those sentimental, if not crocodile tears, by which she pays her homage to some imaginary picture of misfortune and distress. But hark ! There's a noise heard without. A new character, an unwelcome visitor, appears on the scene. A poor, wretched looking, infirm, needy one, — in fact, one of Christ's little ones, has the audacity to ask her an alms. Will she give the scanty mite ? Very likely not. If she does, those angry looks with which she accompanies the act give no signs of a heart overflowing with compassion towards the poor and afflicted. Those impious tears that lately flowed so plentifully have both hardened and extinguished every spark of true charity from her heart. Such is the daily experience of novel readers.



THE RELIGIOUS MISSION OF THE IRISH PEOPLE, p. 301.

First sentence in two ways — 1. No man or body of men should be valued by his or their social standing. 2. No man's or nation's position should be the criterion of his or their true value.

Find all — They who abandon all for God's sake.

Proof from Scripture — Matt., vi. 33, x. 39, xix. 33.

Kingdom of God on earth — Catholic Church.

To whose care and devotion partly left — That of her children.

Highest mission God gives man — To labor for the interests of the Church.

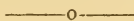
Catholicity, early days of, in United States — At the beginning of the Revolution there were about twenty-five thousand Catholics in the United States; and of this small number many were ignorant of, or indifferent to, the practice of their religion. Unlike their English and Irish brethren, their history was barren of glorious names and hallowed memories. Neither great cathedrals nor sad ruins reminded them of the faith of their forefathers. Having forgotten the Old World, they found themselves in a new clime, possessing indeed the true faith, but almost destitute of any visible evidence or knowledge of its past grandeur.

Characteristics fitting the Irish for their religious mission — They had long been subject to the yoke of servitude. Rescued from the hand of persecution, they had wandered over the earth for

many years without home or country. But throughout their perilous voyage they never lost sight of the one guiding star of the true faith.

“*Outside fold. . . . strata of buried ages*” — Other sects in the United States may have their opinions, but it is only the Catholic religion that can trace its history to the fountain of truth.

“*No mystic. . . . if she were not there*” — In those days there were no rich cathedrals, no highly decorated altars, nor, in fact, any of all that grandeur and power by which many imagine the Church exerts her influence over the multitude. Still with simplicity and purity of heart they ever submitted to her guidance, and desired neither home nor country where she was not.



SUCCESS AND FAILURE, p. 313.

Makes all callings honorable — An honorable spirit.

That which alone degrades — The heart.

Real test of man — His actions.

Every man must do, genius or not — Labor.

Result — God's will and man's best endeavors.

Period, men begin to differ in mind — From birth.

This should not discourage a young man — Because he cannot judge of his ability till he has tested his powers by actual trial.

Every beginner in life — Enter with energy upon his avocation, without considering whether he has genius or not.

Limited powers need. — A great amount of exertion.

Middling capacity eked out — Application and effort.

Spartan youth told — To add a step to it.

Reynolds said of well-directed labor — “Nothing denied to it,” “Nothing obtained without it.”

Sir Joshua Reynolds — A distinguished English painter, born 1723, died 1792.

Wm. Penn says — “Industry supplies the want of parts; patience and diligence, like faith, remove mountains.”

Power of man, according to Lytton — The power to do good.

Find, when meeting men in world — That each man possesses a talent which you have not, and knows something of which you have no knowledge.

Men need — Purpose, and the will to labor.

Suffice to make a man eminently useful — Very ordinary abilities.

Feelings discouraging beginners — That they have no place in society.

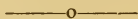
Reason with themselves — That they see every place filled; or if a vacancy does occur, that others have anticipated their best efforts; they imagine that if they had been born a little earlier or later, they would have gained great renown or fortune, but not at this unlucky time.

No occasion for these croakings — Because the world, though hard, is eminently just.

World always looking for — Able and honest men to fill its places of trust.

According to Lady Montagu, must do to get on — You must act as you would to get through a crowd to a gate which all are anxious to reach. Hold your ground and push hard.

Truest success, man may aspire — Consciousness of having done his best.



INTELLECTUAL EDUCATION, p. 322.

"The world's poetry" -- Its ideality.

"The world's prose" -- Its reality, or truth.

They do not coalesce into unities -- They do not unite as separate bodies, to form entire things.

Original dimness of mind's eye -- Ignorance, confusion of ideas.

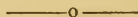
"Foregrounds and distances" -- If in New York City, a person views the Hudson River as his principal object, the "foreground" of the scene will be the space between him and the river, and the "distances" extend as far as the horizon.

Stationary things of importance -- Pupil mentions church, school, etc.

Mental processes -- Actions of the mind.

Great Libraries -- Paris, (National), London (British Museum), St. Petersburg (Imperial), Rome (Vatican), Great Library of Alexandria, and that of Pergamus.

Remarkable men converted -- F. W. Faber, Cardinal Manning, Bowen, etc.



THE RIVER, p. 331.

Said of river in first stanza -- Sparkles o'er the yellow pebbles, and glances through the flowers and foliage.

To what compared -- A child at play.

Comparison explained -- The deviating course of its placid waters resembles the innocent gambols of a child at play.

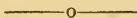
River like impetuous youth — Because it rushes wildly along with unrestrained velocity.

Two uses of word "still" — 1. quiet, motionless ; 2. always.

River like arrow — It passes swiftly and silently.

River like Eternity — Because its waters, when emptied into the sea, become unfathomable.

Sounding line — Lead line.



EDUCATION OF THE MUSCLES OF EXPRESSION, p. 333.

Muscle — An organ of motion in animal bodies.

A face in repose — When it is inactive.

Beautiful countenance necessary for expression — No.

Saints meek but not handsome — St. Paul, St. Ignatius Loyola, St. Rose of Lima.

Children acquire awkward facial expression — By habits of unseemly contortions.

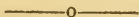
Persons having great control of muscles of expression — Orators and actors.

Done to mind and heart, etc. — They must be educated to the practice of virtue.

Countenances of children improving in conduct — The progress of mental and moral cultivation may often be traced in the changing lineaments of the face ; intelligence taking the place of indifference, and refined sentiment the place of passion. A few weeks often suffice to brighten the dull eye, and, in fact, to change the whole character of expression.

Remarkd of faces of the dead — On account of the relaxation of the muscles, the face at death is inexpressive. But the muscles soon after beginning to contract, give to the countenance that habitual expression which it had during life.

"The old, familiar look" remains on features — Until the process of decomposition commences.



NO MORE, p. 342.

Things no longer breathe murmurs of farewell — A deep sound of a harp, a low summer breeze, a far-off swell, and a dying echo of departed music.

Home and family pleasures no more — A mother's love, a mother's voice, and kindly words.

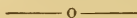
Things in third stanza, "no more" — Friendly greetings, the gladsome song, and joyous laughter.

Fourth stanza changed — We shall ramble no more through the shady woods, where we loved to hear our native songsters sweetly carolling in the air. No more shall we enjoy the pleasant sunset with those we love.

Find ourselves in heaven — Obligated no more to part or weep.

"Fragile idols, by delusion nursed" — Frail objects of affection vainly sought.

"Treasures fled" — Friends departed or fortunes lost.



SPIRITUAL ADVANTAGES OF CATHOLIC CITIES, p. 346.

"The offices of the Church" — Devotional services prescribed for particular occasions; as Mass, Vespers, etc.

"Life scholastic" — Students' life, referring, here, to Middle Ages.

"To choose the straight entrance," etc. — To select, and walk in the path that leads to heaven.

Scripture, "Narrow way" — Matt., vii. 14.

Second paragraph, first two sentences — 1. In whatever land modern philosophers have exerted great influence, the progress of religion has been scarcely perceptible. 2. Worldliness and sensuality seem to have full sway over the hearts of such a people.

"The world" here means — Pleasures and distractions of the earth.

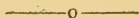
"Passionate souls," etc. — No.

It does mean — Souls possessed of strong feelings or inclinations.

Lamp of sanctuary — Lamp kept constantly burning before the tabernacle.

First paragraph changed — In a city where infidelity reigns, men generally pass their evenings in the saloon or banquet room; but in a Catholic city they repair to the church to assist at the Benediction, and partake spiritually of the true banquet of the Lord. In ancient times even those Catholics who remained in the world, always had an opportunity of assisting at the sermons and public offices of the Church. The numerous churches ever ready to receive devout worshippers, the frequent and solid instructions of the clergy, and the grand and appropriate celebration of the festivals, in Catholic

cities, all serve to encourage many in choosing and manfully walking upon the narrow and rugged path that leads to eternal life. In all Catholic cities, even those where vice is prevalent, it is impossible to imagine the high degree of perfection in which multitudes in all grades of society pass their lives.



ECONOMY OF TIME, p. 351.

One of the most important arts — Art of economizing time.

Celebrated Italian called his time — His estate.

True of that, as of other estates — It is rarely prized till nearly squandered.

Lost time differs from lost wealth — That the latter may be regained, but the former cannot.

Want of leisure a common excuse — For neglect of duty.

Why a bad one — Because it is founded on self-delusion, there being no condition of life in which opportunities for doing good are less than the state of repose.

Men doing most for general good — Almost always those who are continually laboring.

This man likely to do more — Because what he does increases his power of doing; that is, a man accustomed to labor will experience less difficulty in extending his exertions, than another who, usually idle, tries to rouse himself to action.

Men do great things — By steady, unremitting toil.

Most desirable kind of genius — The genius for hard work.

Leisure proves — A curse.

Impossibility of finding leisure should stimulate us — To do all we can during a life that is so short.

Floor of gold working room — It is a net-work of bars, which catches the falling particles of the precious metal.

Object of this — That when the day's work is finished the bars may be removed and the gold-dust swept up to be melted and coined.

Lesson learned from this — The nobler economy of time.

Great men, good use of spare moments — George Stephenson, Benjamin Franklin, Henry Kirke White, Dr. Livingstone, Hugh Miller, etc.

As essential to wall as great stones — The small stones that fill the crevices.

This applied to time — A judicious use of leisure moments will contribute much to the building up and strengthening of the mind.

THE TRUE USE OF HISTORY, p. 375.

Good effect history should produce — Better men, and more useful citizens.

History teaches us — By examples.

Lesson these examples furnish — The manner of conducting ourselves both in public and in private life.

General laws from special incidents — Not as a rule ; at least, it is dangerous to do so.

Translations made, prove effective — By transfusing the sense and spirit of the original into the translation ; that is, by writing in the same manner as the original author would have written, had he written in the same language.

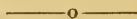
Study of geometry recommended — Because, although we may forget every problem prepared or solved during our course, still, the habit of pursuing long trains of ideas will remain, and we will be able to discover a latent thought, where others, who have not this habit, will never find it.

Study prepares us for action and observation — The study of history.

Experience conversant — With the present.

Present enables us to guess at — The future.

Sentences formed — 1. There is nothing so disagreeable in conversation as to be obliged, through civility, to give one's attention to the whimsical remarks of a *prating pedant*, or would-be scholar, whose wisdom and experience seem to reach as far back as the year one. 2. The word *coxcomb*, when properly applied, is one of the most expressive cognomens in English. 3. All good boys will *endeavor to emulate* their companions, in great *circumspection* in speech, and close observation of good example. 4. Pupils should always *conform* to the wishes of their teachers. 5. Prompt and easy *compliance* to God's will, merits great *magnanimity* in bestowing his favors.



THREE DAYS IN THE LIFE OF COLUMBUS, p. 401.

"The ocean's expanse," etc. — The ocean was yet uncrossed, its limits unknown.

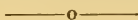
"No token of land" — No sight of land can be seen.

"The lead is sent down," etc. — The sounding-line is lowered in the bottomless ocean.

"Spray-driving blast" — Strong gale blowing before it.

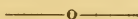
"Southern Cross" — A constellation of the southern hemisphere, containing several bright stars arranged in the form of a cross.

- "*Perjured, must die*" — If his promise be not fulfilled, he must die.
 "*Fling his corse on that shore*" — Shall the sea carry his dead body to that land which he is so anxious to discover?
 "*Thine? Not e'en its name*" — That it should neither belong to, nor even be called after him.
 "*A people appear*" — A brave but persecuted people assert their rights.
 "*Defying all odds*" — Braving all disadvantages.



FATHER MATTHEW, p. 407.

- Artist proves himself gifted* — By performing the work before him.
Work before artist — To print in bright colors the brilliant rays of heaven, over an island shrouded in darkness.
Ireland, shrouded in darkness — Through the evils of intemperance.
Rights has true freeman — Civil and religious rights.
Mistake about liberty and libertinism — Many imagine that liberty consists in freedom from all restraint; which, in other words, is libertinism. But true liberty is always subservient to the will of God, made known through his representatives.
Represent "weeping eyes" — As no longer weeping.
Contrasts shown in picture — 1. To depict woman's present joy in such a manner that we may understand her sad condition in the past. 2. While portraying a free land, to show clearly its former bondage.
Four persons liberating Ireland — Grattan, O'Connell, England (then a priest), Emmet.
Our divine Lord (should be Father Matthew) painted — In colors strong, but mild.
Double character — That of power and simplicity.
Father Matthew sought to break — The chain of intemperance.
Copy second stanza — Pupil composes as directed.



THE PURIFICATION, p. 421.

- First words, first stanza* — Sermon on the Mount, Matt., v.
Question, second stanza — Can man's mind understand an angel's song?
Fourth stanza — Know, ye sovereigns of the world, that now is born your God, Priest, and King.
Invisible attendant present — Armies of heaven.
Appear to spiritual eyes — As pure and spotless as if dipped in a sea of light.

Earthly throne for Christ — Mary's bosom blest.

Mary's husband (Joseph) asking — Whose son is the miraculous babe?

Vow made — Chastity.

Made by whom — St. Joseph.

Spoken of "by years bowed" — Old man Simeon.

Part of Testament, this found — Luke, ii. 29-32.

The other who appears — The holy prophetess Anna.

Holy Child's train — Childlike sires and meek maidens, noted for their humility.

Child imparts himself — To the humble soul.

Finds a cradle and a throne — In pure hearts.

Relation between first and last stanzas — In the first we learn that the pure of heart are blessed, because they shall see God; and in the last, that he imparts himself to the lowly soul, and takes up his abode with the pure of heart.



THE TESTAMENT OF JESUS CHRIST, p. 440.

Meanings of the word "testament" — Covenant, last will.

Sense here used — His last will.

Areopagus — A distinguished tribunal of Athens, famous for its decisions.

"Go teach all nations" — Because such words could only be uttered by one who had supreme power.

Famous infidel — Voltaire.

Second and third paragraphs — 1. What a testament! It is very short, but its words are not those of man. Look where you wish, you will find nowhere else such words: "Go teach all nations." These words were uttered only by one; only one could pronounce them; one who understood the omnipotence of his words. As we may well believe, men at death, wishing to leave something after them, ponder well their final instructions, and say nothing that may hereafter prove futile.

2. Words as positive as these: "Go teach all nations," banish the least shadow of doubt; manifest the certainty of a prophet, who, when about to depart, beholds men ever attentive and submissive to his grave. Now, this expression so absolute, fell from the lips of Jesus Christ, the first and the last. He alone could utter them. Still I must admit that they are only words: we must inquire whether they have been fulfilled or not.

THE END OF MAN, p. 443.

Sinner admits in first stanza — That he has sought the world in vain
for a home.

He has been seeking — Abiding rest.

Said of riches — That although they brought joy and power, they
should not be served instead of God.

World's honor and praise hang — On a breath.

Heart feels sick — Of pleasure's weary smile.

Next worshipped — Health.

Came of it — Lasted but for an hour.

Kind of world it has been — A not unkindly one.

All these means failed — Because the soul was made for God.

Last stanza changed — My soul, O Lord! thou hast made for thyself.
Be pleased, then, to strengthen thy claim by grace.



The following works, among many, have been consulted in preparing these HINTS, and the QUESTIONS, COMPOSITION and CLASS TALKS.

SCHOOL GOVERNMENT, by the Brothers of the Christian Schools. New York, 1870. 145 pp.

LA METHODOLOGIE, par le frère Achille, professeur à l'Ecole Normale de Carlsbourg (Belgium).

NEW PRIMARY OBJECT LESSONS, Calkins. Harper & Bros., 1872. 442 pp.

MANUAL OF SCHOOL MANAGEMENT, Morrison. Edinburgh, Gall & Inglis, 361 pp.

SCHOOL METHOD, Gladman. London, Jarrold & Sons. 167 pp. Seventh edition.

HARDING'S SCHOOL MANAGEMENT, F. E. Harding, M. C. P. Edinburgh, Thomas Laurie. 75 pp.

THE TEACHER'S MANUAL OF THE SCIENCE AND ART OF TEACHING, Westminster, National Society's Depository. 545 pp.

THE CHILD, by Mgr. Dupanloup. Boston, Donahoe. 294 pp.

DE L' EDUCATION, by Mgr. Dupanloup. Paris, Duniol et Cie., 1872. 3 vols., ninth edition.

THE EDUCATION OF A DAUGHTER, Fenelon.

THE TWELVE VIRTUES OF A GOOD MASTER, Ven. de la Salle. 38 pp.

MODEL NOTES OF LESSONS. Edinburgh, T. Nelson & Sons. 128 pp.

INFORMATION ON COMMON OBJECTS FOR THE USE OF SCHOOLS. London, Home and Colonial Society, Gray's Inn Road, W. C., 1874. 290 pp.

SCIENTIFIC INDUSTRIES EXPLAINED, by Alexander Watt, F. R. S., S. A. Edinburgh and London, W. & A. K. Johnston, 1881.

OBJECT LESSONS, by J. Walker. London, Jarrold & Sons. 129 pp. First and second series.

HOW TO TRAIN YOUR EYE AND EAR, by M. A. Ross. London, Simpkin, Marshall & Co., 1880. 139 pp. Ninth edition.

MANUAL OF METHOD FOR PUPIL TEACHERS AND ASSISTANT MASTERS, by Abr. Park, F. R. G. S. Glasgow, Edinburgh and Dublin, Mackie & Son, 1879. 92 pp.

A large number of recently published American educational works or reviews have also been consulted, but are sufficiently well-known, and need not be enumerated.

TEACHING THE ALPHABET AND SIMPLE WORDS.

HINTS.

“A card should be so fixed on the wall that the teacher might by means of a pointer, *and without leaving his place*, point out the letters, syllables, or words. There should likewise be cards, either portable or fixed, in different portions of the classroom, so as to occupy, under the direction of the monitors, those sections to which the master is not actually giving a lesson.” *

THE ALPHABET.

Says an eminent authority :

“The alphabet must certainly be learnt as a necessary step. This is a dreary and tedious business, but as the learners are generally very young, it is merely a question of time, not of reason. *Many plans* for teaching the alphabet *as an amusement* have been invented, and for a time adopted. * * * Learning the alphabet is a task, and must be dealt with as such. The teacher will do more by being patient than by attempting to make it an amusement.” †

On the other hand, equally good authority declares that :

“The teacher must endeavor to make the teaching of the alphabet *as interesting as he can*. His object will be to associate the form and name of each letter, *as soon and in as pleasant a manner as possible*. He must take into account the tender age of his pupils, *their love of novelty*, and their inability to bear long-continued and exacting mental strain.” †

* School Government, p. 31.

† Prof. Harding's "Management of Schools," p. 40.

‡ Gladman's School Method, p. 45.

Again :

"The following is no unfair picture of what is still too common :

The teacher calls up a class of abecedarians, or what is more common, a single child, and while he holds a card or a book before him, with a pointer in hand says, *a* ; the child echoes *a* ; then *b*, and he echoes *b* ; and so until the vertical row of lifeless and ill-favored characters is completed, and then remands him to his seat, *to sit still and look at vacancy*. * * *

A parrot or an idiot could do the same thing. And so of the organs and members of the body. They are condemned to inactivity ; *for the child who stands most like a post is most approved ; nay, he is rebuked if he does not stand like a post*.

A head that does not turn to the right or left, an eye that lies moveless in its socket, hands hanging motionless at the side, and feet immovable as those of a statue, are the points of excellence, while the child is echoing the senseless table of A B C. *

"Particular care should be taken to make the children distinguish well *such letters as resemble each other*, and the names of which they might easily confound." †

This direction may be thus elaborated :

"The teacher prepares a sheet of printed letters. He also has the separate letters printed on card-board, and obtains a small box of thin sticks *with which he may build up the letter*. He provides himself with black-board and chalk, *and sees that each of the children has his slate and pencil*.

"1. The teacher arranges the letters *according to their forms* :
I, H, T ; F, E, L ; p, q, b, d, &c.

"2. He takes one group and introduces its simplest letter. The pupils are told the name of the letter, and are required to

* Quoted by Prof. Morrison from Horace Mann's "Educational Tour" (p. 101), in "Manual of School Management," p. 107.

† School Government, p. 33.

pronounce it simultaneously and individually, *to point it out on the sheet, and to find it among the loose card-boards.*

"3. He *draws* it on black-board, asking its name again, as he does so, and requires the children to attempt to draw it on their slates.

"4. When one letter has been thus thoroughly taught, he proceeds to another *in the same group*, showing the *difference* between it and its predecessor." *

"At this stage it is a good plan to introduce cards on which the letters are printed at random, as it sometimes happens that they are remembered more by their position on the card, and with their relation to other letters, than by their form." †

Or, as it is tersely stated in "School Government." ‡

"The letters should be said sometimes in order and sometimes without order, so the children may not know them merely by rote."

SIMPLE WORDS.

See Article III, "School Government," p. 31.

The formation of words may be proceeded with thus:

"Begin with AT, then prefix C, and form CAT; then substitute R for C and form the word RAT; again replace R by F, and form the word FAT. Next teach the words RAN and MAN; and these words, with the help of one or two others, may be grouped into a sentence:

A MAN AND A CAT RAN AT A FAT RAT.

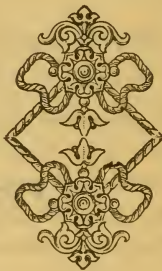
"By such exercises the children will be led to understand how letters are combined, and harmonize with each other in the formation of words." §

"Take some familiar word, such as *pan*, *pot*, &c. We would print it on the black-board, directing the child's attention to every step in the process, and when we had done so, we would proceed to question him about his knowledge of the

* Gladman's School Method, p. 46. † Harding p. 40. ‡ p. 33. § Harding, p. 40.

particular thing, the sign of which we had printed before his eyes. This would at once interest him in the word, would lead him to see that a knowledge of these signs was useful, and would urge him to endeavor to reproduce them. In this way the form of the characters would become known, and the child would learn to distinguish the one from the other. *If, in conjunction with this, there were pieces of wood or card with the letters printed on them, the children should then be set to pick out those characters which go to form the word in question. Such an exercise would form a pleasant game, and would consolidate the children's knowledge.*" *

*Morrison's Manual, p. 111.



THE OBJECT METHOD.

By the "object method" of teaching reading the attention of the children is first directed to some object with which they are familiar by sight, name, and use. Whenever practicable, during the first lessons in reading, the object is shown, talked about, and its name spoken; then a picture of the object is presented, or a drawing of it made on the black-board, and the pupils are led to notice this as a *picture* of the object. Next the name of it is plainly printed on the black-board, or shown on a card. The pupils are now taught to distinguish the *object*, the *picture* of it, and the *word* from each other, as "the cup; the picture of a cup; the word cup." Several words may be taught in this manner before the *sounds* or the *letters* of the word are introduced to the pupils.

By this method the pupils are taught the symbols of objects, and of their spoken names; thus both the sound word and the form word will equally symbolize the object, and both possess equal power in recalling the qualities of the object to the mind. Whole words should be presented and learned, as above, until the children have become familiar with the fact that the words are symbols for sounds, and things, and thoughts. During this time the pupils should be taught to spell, as their eyes have become accustomed to whole words. Subsequently the analysis of these words into sounds and letters may be taught. Then the value of the elementary sounds and of the several letters will be readily understood, and a knowledge of them easily acquired. This analysis will be greatly facilitated by familiarity with the forms of the words.

Children usually learn *names of things* first, and *names of qualities* and of *actions* afterward. Printed words representing the names of things should be taught first, as whole words, then words representing names of qualities and actions. The little words that are only joints and hinges in language, and those that are used as substitutes for other

words, should not be taught until they are needed in the formation of phrases and sentences, and their use can be illustrated. This plan can be easily carried out by using the black-board for giving these lessons.

STEPS IN READING BY THE OBJECT METHOD.

The following order should be observed in teaching beginners reading:

FIRST STEP.— Teach whole words by sight, that are already known by hearing, as signs of objects, qualities and actions.

SECOND STEP.— Teach the analysis of the word by its elementary sounds.

THIRD STEP.— Teach the analysis of the word by the names of its letters, and their order in spelling it.

FOURTH STEP.— Require the pupils to *pronounce the word — sound it — spell it.*

FIFTH STEP.— Group words into phrases and sentences.

By observing these steps in teaching, the word as a whole, its sounds, and its spelling, will become intimately associated with the object or idea represented.

It may be asked, How will a child acquire the ability of learning the new words which it will find in reading? By observing their resemblances, and comparing words known with new words. Who that has carefully watched the operations of a child's mind in learning to read, does not know that the learner is constantly comparing the forms and sounds of words? The association of sound with form, which the child makes with one word, it endeavors to apply to every other word where the resemblance in form gives an opportunity. Where a proper use of the elementary sound is made, the child adds to its ability to learn new words with each word acquired. Then the teacher may greatly aid the child in increasing this ability by showing it how to arrange in groups those words which resemble each other in sound, and those which resemble each other in form, and then directing the attention carefully to the meaning, sound, form and spelling of each.

By this order for teaching reading—the *idea first*, its *signs second*, and the ability to *represent the idea by its signs third*—the natural order of learning language and the natural order of using it, are made to correspond.

SUGGESTIONS FOR THE TEACHER.

That the plan of teaching children to read by the *object method* may be more clearly understood and readily applied, the following suggestions are given relative to it:

It is of little importance what words are taught first, if they are familiar to the children by use in conversation, and the objects which the words represent and their pictures can be readily shown.

FIRST STEP—WHOLE WORDS.—What am I holding in my hand?
“A cap.”

What do boys do with caps? “Wear them.”

How many of these boys wear caps? All who do may hold up their hands.

Now look at this picture, and tell me what it is. “A cap.” “A picture of a cap.”

Those who think it is a real cap may hold up their hands. Now those who think it is the *picture* of a cap may hold up their hands. We will call this a *picture of a cap*. Can you wear a picture of a cap? What do I hold in my hand? “A cap.”

What do you see on this chart? “A picture of a cap.”

I will now make the *word* CAP on the black-board. After printing the word, using the small letters, the teacher asks, What did I say I would make? “The *word* cap.”

Here it is; now I will make it again. What is this? “The word cap.”

How many words have I made? “Two.”

Are these words alike? What is the first word that I made?
“Cap.”

What is the next word? “Cap.”

What have I in my hand? "A cap."

What is this on the Chart? "The picture of a cap."

What is this on the black-board? "The word cap."

Which of them can you wear? "The cap."

James may come and point to the picture of a cap.

Henry may point to the word cap.

When several words have been learned at sight and read from the black-board, fix the attention of the children upon them again by rubbing off one word at a time quickly, and request the pupils to tell in each case what word was rubbed out.

When the pupils have learned several words in this way, such as

boot,	harp,	hand,	ship,
ball,	sheep,	chair,	shoe,
goat,	book,	girl,	eye,
cow,	clock,	fish,	hat,
pot,	horse,	bird,	cat,
lock,	house,	bell,	sleigh,
stove,	watch,	lamp,	mill,
loaf,	mask,	fly,	rose,
cage,	safe,	knife,	trunk,
coal,	cart,	man,	dog,

and the pupils have become so familiar with the form of each as to name it at sight, as the several words are pointed out on the black-board, or on charts, or in a book, then proceed to take the *Second Step*.

In reviewing the words learned in the First Step, point to a word, and ask what we do with the thing which it represents or stands for, without mentioning the word, thus: Pointing to the word *cap*, ask, What do boys do with this? "Wear it." Pointing to *book*, ask, What do we do with this? "Read it." Pointing to *coal*, ask, What do we do with this? "Burn it," etc. This exercise will awaken much interest, and lead pupils to associate the printed words with the objects which they symbolize.

SECOND STEP — WORDS BY SOUNDS. — Print on the black-board, in a

column, all the words which the pupils have learned as in the columns above. Let the pupils pronounce the words in the columns, and notice the sounds heard in each. Then let them make these sounds several times.

The word *dog* may now be taken, and each sound in it made distinctly by the teacher, thus: *d, o, g, dog*. After repeating this two or three times, let the pupils make the sounds in the same way, and repeat them. Then take the word *man*, and sound its elements in the same way, thus: *m, a, n, man*, and require the pupils to do the same. Proceed in this manner to teach the pupils to make the elementary sounds of the several words learned by sight.

Next let the teacher point to a word and say, *Pronounce it*, and the pupils speak it. Then the teacher, still pointing at it, may say, *Sound it*, and the pupils give the separate sounds which compose it.

THIRD STEP — WORDS BY LETTERS. — When the pupils have become so familiar with the words that have been taught by sight as to readily give their elementary sounds, proceed to teach the names of their letters.

Selecting the word *dog*, print it on the black-board two or three times; also print each letter in it separately two or three times. Point to the word *dog*, request the pupils to pronounce it, then to sound it. Next tell them the name of the first letter; show them the same letter in the other words and among the separate letters, and request the children to give its name. Proceed in the same manner with *o* and *g*. Then require the pupils to name each letter in order as it is pointed at.

In the same way the letters of other words may be taught, until the alphabet is learned. Afterward the children may learn to repeat the letters of the alphabet in their order.

How to secure Attention.—The attention of the entire class may be secured while teaching the names of the letters and spelling by means of various exercises which a teacher of skill will readily devise and use. To lead the children to observe what letters form given words, and the order of their arrangement, rub out or cover up a letter, and let the pupils tell what letter was rubbed out or is covered

up. Also, let the pupils tell what letters must be made to form a given word, and the teacher print each letter as it is named.

FOURTH STEP.—Having taught a good list of familiar words in accordance with the three preceding steps, review them by requiring the pupils to *pronounce them at sight*, to *sound* them and *spell* them as the several letters are pointed at. *Do not allow the pupils to reverse this order, and spell the word before pronouncing it.*

From this time on, each new word may be taught as a whole, then by its sounds, then by its letters, thus taking the three steps in succession at each lesson.

FIFTH STEP — GROUPING WORDS.—When the pupils have learned a few words representing qualities and actions, they may be led to group them into phrases and sentences, thus :

My



was on the



A

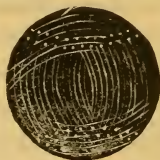


and a



are in the lot.

Take this



in your



The



the



and

the



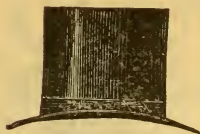
are good.

I got this



for a dime.

The man has a



I have a



and a



My



is too small.

I can play on a

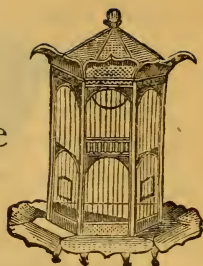


The poor man wants a



of bread.

The _____ is not in the _____



John had a _____



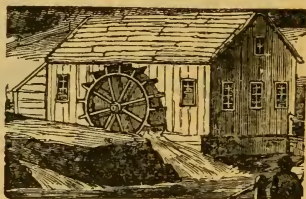
The _____



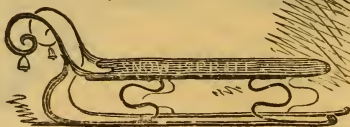
fell into the _____



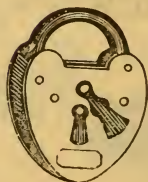
He rode by the _____



in a _____



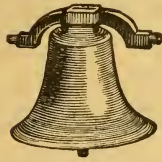
Put the _____



on the _____



Ring the



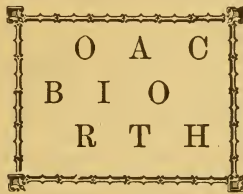
when the



is cooked.

In all above specimen sentences, let the children spell the picture, picking the letters from the box provided for this purpose.

It might be well to prepare the sentences in advance, and place only such letters under the children's hands as are actually required — thus, the words *boot* and *chair* have their letters in this group :



Let the children pick them out and arrange them in a frame.

H I N T S
T O
“E A S Y S T E P S,”
“E L E M E N T A R Y” A N D “I N T E R M E D I A T E”
R E A D E R S.

M E T H O D .

“A NY one who examines our reading books must be struck with the preponderance in them of the merely scientific and intellectual. * * * And any one who has in any faint measure but tried to fathom the depths of a child’s spirit cannot but feel sad to think of the child’s being condemned to pore over such dry, miserable stuff as many of these lesson-books contain.” *

Those lessons with the contents of which the pupils are most interested will be those most familiarized, and therefore those best read. Hence it follows that

“The elementary reading-book should consist of easy narrative, with simple lessons on common things, animals, etc., in language *slightly in advance* of the preceding book. Fluency and verbal accuracy should be the chief aims in this stage.” †

By *fluency* is not meant *fast* reading — which only results in

* Prof. Morrison, Manual of School Management, p. 127.

† Teacher’s Manual of the Science and Art of Teaching, p. 477.

indistinctness, omission of words, and other careless habits — but the easy and natural flow of words, pronounced correctly, enunciated distinctly, and following each other without effort. To read fluently the pupils should know the sound of each word in the passage to be read, the relation between the various parts of each sentence, and between the various sentences that go to compose the passage. To obtain fluency, Prof. Morrison gives the following hints :

“The lesson should be first read over, in order to see that the pupils are familiar with the forms and the sounds of the words. A word about which any difficulty has been experienced should be carefully explained, and not a step in advance taken, until the sound of each word is thoroughly acquired ; when this has been done, the meaning and scope of the whole passage should be unfolded, the connection of the various paragraphs, and of the sentences with each other, should be pointed out—in short, the substance of the lesson should be analyzed. When the whole lesson for the day has thus been gone over, the pupils should be made to read it once more with the express view of securing fluency. The teacher should himself read part of it, as a pattern for the pupils to imitate, but should carefully abstain from reading with the pupils.” *

Simultaneous reading, where properly conducted, also leads to fluency. Another author says :

“With younger children simultaneous reading should be very generally used. The teacher should read a

* Manual of School Management, pp. 125, 126.

portion through once or twice, the pupils following him. The class should be stopped each time a word is mispronounced, and the pupils having all thoroughly mastered the word, should begin the sentence again in which the mistake occurred, and go on thus until all errors are corrected. Then the piece thus read simultaneously should be read individually.

* * * Simultaneous reading is of benefit to young children, because it emboldens the timid and nervous ; it equalizes the rate of reading, improving both those who read too fast and those who read too slowly ; and it generates distinctness of utterance and correctness of pronunciation ; for as each child usually endeavors to read as loudly as his neighbor, all errors can be very easily detected." *

The lesson in simultaneous reading may be supplemented by breaking up the class into groups, and appointing a good reader as monitor of each group, the teacher passing from one group to another.

In regard to the tone of voice in reading,

"The pupils should read with feeling, but without undue emphasis, and simply in the conversational tone. * * * They should avoid a singing tone, as well as all movements of the head and body." †

"Children too frequently get into a monotonous, gabbling style. When such is the case they should be stopped, and made to answer some simple question — *e. g.*, what their name is, or what they are reading about — and then they should be made to

* Harding's School Management, pp. 41, 42.

* School Government, p. 30.

read in the same tone in which they answer, and just as deliberately.” *

“Where monotony is prevalent, the teacher might occasionally write on the black-board a simple letter, or short story of school life containing several questions and answers, and require it to be read in a natural tone of voice, before going on to the lesson in the book.” †

Not even the slightest error should be allowed to pass without correction.

“Correct any errors that are made, and *see that they are rectified* by the pupils. If a mistake be allowed to pass, the trouble in correcting it is augmented.

“Require individual scholars to read the same sentence. Allow mutual correction under your supervision. Listen carefully for errors of pronunciation and for faults in articulation, and see that they are corrected.

“Go through the whole lesson in this way. You may vary your plans slightly by any device that you think likely to awaken flagging interest. For example, you may call upon a good reader to read a sentence *first*, instead of reading it yourself, letting him and his classmates feel that this is a species of reward.” ‡

“When a child in reading comes to a difficult word he should be made to pause, and do his utmost to pronounce it himself. If he fail, the teacher should, if possible, make him pronounce the word in syllables,

* Harding's School Management, pp. 43, 44.

† Teacher's Manual of the Science and Art of Teaching, p. 479.

‡ Gladman, School Method, pp. 46, 47.

and then as a whole; but if this too be a failure, a fellow-scholar should pronounce the word for his imitation." *

It is of the greatest importance that pupils understand what they read.

"Endeavor to *make the children understand what they are reading*, and to read as though they understood it. To this end, you should give questions and explanations." †

"It is important that the pupils be accustomed to give an account of what they have read, because that is a powerful means of helping them to acquire ideas; it will, therefore, be of very great benefit to them that the teacher question them as to what they have read, so as to assure himself that they have understood it." ‡

"When the lesson has been finished, let the children tell what they have read. At first they may give parts of the lesson without any order or connection. Accept these efforts at first, but ultimately train them so that the class can tell the story of any lesson read, in the order of the events narrated, by each giving a short item of it. Encourage them, in telling the story, to use their own language instead of repeating the words of the book. * * * Let the principal questions be: *What is this lesson about? What does it tell you?*" §

After having read the lesson for the day, the pupils should

* Harding's School Management, p. 41. † Glaiman, School Method, p. 47.

‡ School Government, p. 30. § Calkins, Primary Object Lessons, p. 3. 5.

be questioned orally on the spelling and meaning of the difficult words.

“After each child has read, he should be made to close his book, and spell some word chosen by the teacher from the piece just read. If unable to spell it correctly at first, he should be made to find the word, and having well looked at it, to close his book and spell it more than once.” *

“A short list of the more difficult words should be written syllabically on the black-board, and spelt simultaneously.” †

“Do not teach the class to give formal definitions for simple, common words, as is sometimes done in the columns at the beginning or end of reading lessons, for too often the word thus given as a definition is more difficult to understand than the word to be defined. Encourage the pupils to show that they understand the meaning of the words by using them in sentences, as *Cat*: a cat can mew. *Cow*: a cow gives milk. *Swim*: a fish can swim. *Reside*: I reside in ———. *Careful*: I must be careful with my books. *Obedient*: I am obedient when I do what my mother tells me to do. *Attentive*: I try to be attentive to my lessons.” ‡

Upon the teacher more than aught else depends the progress of the pupils. The teacher should always thoroughly acquaint himself with the lesson beforehand, so that he may be able to give undivided attention to the pupils as they

* Harding's School Management, p. 42.

† Teacher's Manual of the Science and Art of Teaching, p. 478.

‡ Calkins, Primary Object Lessons, p. 335.

read. By a word or two of introduction he should arouse in the class an interest in the coming lesson. He should take care that no errors pass uncorrected, and should see that the pupils give proper heed to the punctuation, pronunciation, and emphasis of the selection. He should endeavor to vary the monotony of the ordinary lesson by applying its teachings to outside matters, and in other ways that suggest themselves to him. He should be patient with backward pupils, and encourage nervous or timid ones. Above all he should remember that bad habits formed at an early stage cling to pupils during all their school days, and that early training is worth more than all the rules of the elocutionist given at a later period of instruction.



HINTS.

INTERMEDIATE READER.

GOD IN ALL, p. 1.

Life and light of this world — God.

"Reflections caught from thee" — That the beauty of the universe is but an image of God: "Nature is the glass reflecting God." — Young.

Unnumbered eyes of night — The stars.

"Born beneath that kindling eye" — That all flowers are produced under the watchful eye of Providence.

"Things fair and bright" — A beautiful landscape, a gorgeous sunset, the firmament, etc. In order to co-ordinate his information let the pupil refer to "Truth and Beauty," p. 137.

Third stanza — Written as a "Home Exercise."

SKIMMED MILK, p. 2.

Mrs. Dogood's dream — A poor beggar came to her door and begged a drink of milk.

"Housewifely thrift" — Domestic economy.

Angel whispered — "Give him cream and all."

"Craved any reward" — Longed for, or sought, any recompense.

Grateful look — A look expressing thanks.

Tempting bowl — One containing wholesome and inviting food.

Other tempting bowl — Yes; there are many, containing intoxicating drinks.

Rich dainties — Delicious viands.

People having dainties — Those, generally, who possess great wealth.

Loving smile — One of friendship or sympathy.

Loving smiles at home — Parents and kind friends.

Deserve loving smiles — When we do good.

THE GREEDY STORK, p. 3.

The stork — A large wading bird, with a long bill.

Stork stands in shallow water — To catch fish.

Shallow water — Water having but little depth.

Fishes caught — Those that ventured too near the stork.

"Dejection" — Depression of spirits caused by grief or misfortune.

Village — A small collection of houses.

Minnows — Small fish.

Dreaded enemy — An adversary greatly feared.

Fish implored the stork — To rescue them from the cruel nets.

Fish, foolish creatures — Because they imprudently trusted in their enemy.

Tortoise go to the new pond — Yes.

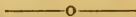
Deceived the stork — He desired the stork to take him also to the new pond. The stork, thinking to add another to the victims of his treachery, agreed to the proposal. But when about to kill the tortoise, the latter pierced the stork's head and neck with his sharp pincers till he dropped dead.



FIELD OF THE PIOUS, p. 5.

Mount Etna — In the north-eastern part of Sicily.

Name of "Field of the Pious" — Through the filial affection which they displayed in removing their aged parents to a place of safety.



THE GRASS, p. 6.

Lesson about — The grass.

Grass roams — Over the mountain, by the cottage, the silvery fountain, and the waterfall.

Grass creeps and hides — City streets, open country, shady wood, and lonely graves.

Grass beautifies — The princely park and the rough way-side.

Princely park — One noted for its grandeur, both of nature and art.

Some such parks — Phoenix, Dublin; Hyde, London; Central, New York; and Bois de Boulogne, Paris.

Lark hides her nest — In the grass.

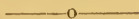
Soaring lark — One that flies to a great height.

Keeps the grass alive — Gentle dew and warm weather.

Dew falls — At night.

A vigil — A watching.

Picture described — In child's own words.



FREDERICK AND HIS PAGE, p. 10.

Frederick the Great — A curious, but very clever man.

Page — A youthful attendant of a high personage. See, also, the definition given in text.

The king took the letter — Because he was curious.

Letter contained — His mother's expression of thanks for having sent her part of his wages, and a promise that God would reward him for his perseverance in serving the king.

King, after reading the letter — He slipped some money into the boy's pocket, went back to his room, and rang so loudly that the page awoke.

Boy excused himself — In a stammering way.

Stammered — Spoke with hesitation and difficulty.

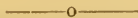
Boy pleased at finding money — No.

Said to the king — "Alas! your majesty, some one wishes to harm me. I know nothing about this money which was in my pocket."

Pleased the king — Yes; very much.

Rewarded the honest youth — By rendering him all the assistance possible.

History in your own words — Make the child tell the story with book closed.



A CONTENTED WORKMAN, p. 11.

King's surname — "Old Fritz."

King of — Prussia.

Laborer — Was ploughing and singing.

Ploughed — For wages.

Received per day — Two dollars.

"Paying debts" — The amount he gave towards supporting his aged and feeble parents.

Did for the Lord's sake — Maintained two sick sisters.

The king gave him — Fifty brand-new gold pieces.

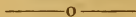
King said it came — From God, of whom he was the paymaster.

We lend to the Lord — When we cheerfully give to the poor.

Unravel — To disentangle; here, to unfold, or solve.

Riddle — Any thing ambiguous or puzzling.

Good coin — Coin that is legally current as money.



COLUMBUS' DISCOVERY OF AMERICA, p. 13.

Columbus set sail — Friday, August 3, 1492.

His friends felt — Very sad.

Left the last point of land — Ninth day of the following September.

Sailors brave — No; they gave way to excessive fear when they lost sight of land.

Columbus kept up their spirits — By reminding them of the splendor and riches which would be theirs when they reached the new land.

Sailors resolved — To throw Columbus overboard.

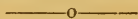
Commit this crime — No.

Columbus discovered land — At one of the Bahama Islands, which he named San Salvador.

Commander and sailors — Columbus, arrayed in his most costly garments, took the royal standard of Spain and rowed ashore. As soon as they set foot on the shore, he and his companions threw themselves on their knees, kissed the earth, and with tears of joy thanked God for his goodness.

Knelt down — In grateful acknowledgment of God's protection.

Columbus' motto — "Trust in God and never give up."



COLUMBUS AND THE NATIVES, p. 16.

Natives thought the ships were — Monsters which had come forth from the sea during the night.

Natives filled with astonishment — At the very movements of the ships and the shifting and furling of their sails, which, to them, appeared like huge wings.

Natives — Those who are born in a place or country.

Steel armor — Steel clothing worn to protect the body in battle.

Complexion — The color or hue of the external parts of the body, especially the face.

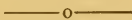
Natives pleased with Columbus — Because of his great height, air of authority, scarlet dress, and the manner in which he was obeyed.

Spaniards dressed — In splendid apparel and shining armor.

Natives appeared—They were entirely naked, and painted in various colors and patterns. The natural color of their skin was copper. Their hair was straight and coarse, and consisted partly of long locks extending to the shoulders. Their countenance was pleasing and forehead lofty. They were simple, artless, and of a friendly disposition.

Arms—Lances, hardened at the end by fire, or pointed by a flint, or a fishbone.

Columbus gave them—Colored caps, glass beads, little bells, etc.



THE ROSE, p. 22.

Story about—The rose that a poor boy received from a lovely child in the forest.

Child to the forest—To gather wood.

Seen in the woods—A fair and lovely child.

Stranger did—Helped the poor boy to gather the wood and carry it home.

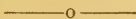
Mother believed the child—No.

Child next brought home—A rose which the beautiful child had given him.

Happened shortly after—One morning when his mother went to wake the poor boy, she found him dead.

Child seemed in bed—Happy and pleased.

Rose then appeared—In full bloom.



THE OLD MAN AND HIS SONS, p. 22.

Sons united and loving—No; they were continually quarrelling.

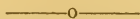
Got as a lesson for them—A number of rods.

Did and said first—He gave one of them a single rod and asked him to break it, which the latter easily did.

Made the rods, could not be broken—Fastened them together into a strong bundle.

This should teach—That the members of the same family or body should be strongly united in the bonds of loving friendship.

—“United we stand, divided we fall.” “Union is strength.”



ONE BY ONE, p. 23.

Our duties wait us—Singly, or one by one.

Do each duty—With our whole strength.

"Elate" — To elevate, to puff up, to delude, to flush with success.

Troubles and griefs come at once — No.

God does for us each day — Assists us by his grace.

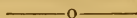
"Luminous crown" — A brilliant and richly decorated diadem.

Hours of life like — Golden links.

These links reach — To heaven.

Pilgrimage — A journey to a shrine or other sacred place.

Pilgrimage of life — Our toilsome journey towards eternity.



A LUMP OF COAL, p. 25.

History of lump of coal — A wonderful history.

Coal dug — From deep pits called coal mines.

Layer of coal — A horizontal mass or bed of coal formed by natural causes.

Between layers of coal — Layers of sandstone and hardened clay.

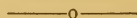
Coal removed from mouth of mine — By means of cars or canal boats.

Coal made — Of vegetable matter or plants which once grew on the surface of the earth.

Long time to become hard — Yes ; thousands of years.

Trees grew in those days — Lovely ferns, some of which reached the height of 50 or 100 feet. The branches of others were 30 feet in length, and it is believed that their leaves were 3 feet long.

Animals and fishes in those days — Entirely different in size and strength from those which now exist.



ST. AUGUSTINE, p. 26.

Monica lived — In Africa.

Africa on map — Pupil does as directed.

Only son called — Augustine or Austin.

Kind of boy — Clever and fond of study.

Good as well as clever — No ; he was wilful, full of bad habits, and spent his youth in all kinds of sin and folly.

Bad companions led him — To shows and plays where he lost the fear of God.

He read — Bad books.

Mother sorry — Yes.

Strove — To obtain his conversion by prayer.

Learning make us love — God.

Bishop said — That it was useless to speak to Augustine whilst he was

puffed up with pride ; and that God, in time, would soften his heart.

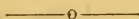
Bishop said at last — “ Go and continue to pray for him ; for it cannot be possible that a child for whom his mother sheds such tears, should be lost.”

Augustine went — To Rome.

Did not die there — Because God had heard his mother's prayers.

Became after his conversion — One of the greatest saints and doctors of the Church.

Sad in his old age — That he had so long disregarded his mother's advice and spent his youth in sin.



THE WONDER BOX, p. 29.

Household — A family, or those who dwell under the same roof as a family.

Hermit — One who from religious motives retires from society to dwell in solitude.

Misfortune — A calamity, an accident, sickness, etc.

Hearty old man — One possessing honesty and simplicity of feelings ; also a man having health and strength.

Sealed box — A box securely fastened.

Woman to do with box — To carry it three times, every day and every night, around the kitchen, cellar, stables, and every corner of the house.

She found while going about the house — Her man-servant stealing a pitcher of beer, and the cook making herself a beautiful cake.

In the stables — The cow with nothing to eat, and the horses without oats or bedding.

Discover faults — To find out or detect defects of which we were ignorant.

Contented voice — A happy and satisfied tone.

Excellent remedy — That which entirely counteracts an evil.

Charm — Something used for its supposed efficacy in averting evil or securing good.

Written on paper — See text.

Learn our lessons — Hear them well explained, and then commit them to memory.



SAINT BERNARD'S MONASTERY, p. 30.

Inhabited land — Land in which people live.

Land not peopled — Uninhabited Arctic regions.

"Gray and grim" — Death, ruins of the Coliseum, a moss-covered cottage on a precipice.

"Waste of snow" — A large tract of land covered with snow.

"Bright and cheery" — A glowing fire on a Winter's eve, the rising sun, a smiling countenance, a happy family.

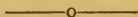
Happens travellers — Overtaken by darkness, fatigue, and sudden storms.

Monks live on the dreary mountain — To assist forlorn travellers.

Little girl — One of these dogs once discovered a poor woman and her little girl buried deep in the snow. The dog, seeing the mother already dead, gave all his attention to the child. He succeeded in getting her upon his back and thus carried her to the Hospital.

Dog managed — By pulling her clothing with his teeth, then walking for a little distance and coming back, and finally, by lying down beside her.

Peaks — Mount Blanc, Alps; Mount Elias, Rocky; Mount Washington, White Mountains.



"LOOK ALOFT!" p. 32.

Boy doing — Climbing the high mast.

Look down — Yes; on the deck.

Head swim — Through fear of falling from so great a height.

Sailor cried out — "Look aloft!"

Steep precipice — Sudden or abrupt declivity.

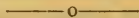
"Gaze over" — To look down at something from a height.

Low, petty desire — Longing for a sinful and transitory pleasure.

Lacking strength — When we are weak in resisting evil.

There is no sorrow — In the place "aloft."

Place aloft called — Heaven.



THE STONE-QUARRY, p. 36.

Harry, during the holidays — Paying his cousin a visit. He spent the most of his time playing on the site of his uncle's new house. He could be seen running along the planks and scaffolds, climbing up ladders, and watching the carpenters and bricklayers at work.

Asked his uncle — Many questions about the stone, the brick, and the mortar.

His uncle took him — To the stone-quarry.

Saw there — A deep hole, with a steep road leading to the bottom of it.

This road wound by mounds of sand and rubbish, and passed beneath huge cranes, having long, swinging arms. To the ends of these arms were attached strong iron chains by which blocks of stone were conveyed to the carts at the bottom of the pit.

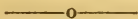
Noise heard at the bottom — Sound of hammers and pickaxes.

Saw the men — Change a lump of jagged stone into a square block ready for the builder.

Suddenly heard — A loud report like the bursting of a cannon.

Caused — By the blasting of a rock.

Quarrymen blast — Having bored holes in a rock and filled them with powder, they lay a train, to which they set fire from a distance.



THE BUILDING AND FINISHING, p. 38.

All houses built of stone — No.

Often built of — Bricks and wood.

Harry taken — To the brick yard.

Brick yard — A place where bricks are made.

Bricks made of — Clay softened with water.

Harry saw in the sheds — Machines pounding and kneading the clay, and men making bricks.

They made the bricks — They put the clay into moulds having the shape and size of a brick. These pieces of clay were then laid out to dry, and finally baked in large kilns.

Harry was also interested — In observing the carpenters at work.

Began their work — As soon as the masons had finished the walls.

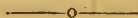
Liked to watch them — Planing and sawing.

Delighted — In hammering and cutting, and making boxes, etc.

Parts of house — Foundation, made of stone ; walls and partitions of stone, brick and mortar ; floors, doors, sashes, etc., of wood ; roof, of wood, slate or tin ; inside of walls, ceilings, partitions, of plaster and wood.

Apartment of a house — The *hall* or *lobby*, containing pegs or frame for hats and coats, an umbrella stand, a chair and sometimes a clock. The *parlor*, soft carpet, sofa, chairs, tables, piano, mirror, pictures, etc. *Bedroom*, bedstead, toilet table, wardrobe, etc. *Kitchen*, plain tables and chairs, a dresser, furnace, cooking utensils, etc. *Nursery*, small chairs, stools, and toys. *Cellars*, coal, wood, etc. Let pupil also describe the dining-room, drawing-room, library, pantry, attic, etc.

Tradesmen building house — Architect, masons, carpenters, bricklayers, plasterers, roofers, plumbers, painters, and glaziers. As an instance, the continual inhaling of poisonous gases from paint renders painting more unhealthy and less desirable than carpentering.



THE RAINBOW, p. 41.

First beholders of rainbow — Noah and his family.

Sun setting — In the west.

Sun rising — In the east.

Places, worshippers found — Family oratory, chapel, church.

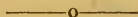
Various tints — Crimson, pink, drab, gray, brown.

"A magic wand" — A rod used by diviners and magicians on account of its supposed supernatural power.

Mass of vapor seen — In the sky before a storm.

"All flesh" — In general, all mankind, but here, all living creatures.

Evil ways — Sinful acts and habits.



UP IN THE MORNING, p. 43.

Lark soars — Over field, park, hills and clouds.

It soars — To welcome the sun.

Bee flies — Through the flowers and trees.

Smelled in the meadows — Sweet perfume.

Meadows found — In the country.

Heard, from the poultry-yard — The crowing of the cock.

Shrill sounds — Steam whistle, clarionet, wind, etc.

Bleating animals — Sheep, goats, etc.

Sheep in the morning — Roam through the herbage and sip the dew-drops.

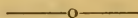
Dew falls — At night.

"Green blade" — The grass.

Substance in stag's head and feet — Bone and horn.

Valley, lie in darkness — Till the sun reaches its horizon.

Valleys — Josaphat, Mississippi, Vaucluse, etc.



KING RICHARD AND THE MINSTREL, p. 44.

"Old times" — Middle Ages.

Holy king fond of singing — David.

Harps, national emblem — Ireland.

Castles — Fortified houses or mansions.

Read about any — Yes.

Know about one — See “The Shepherd and the Prince,” page 33,
Advanced Reader.

Blondel travelled — In order to ascertain where the king was.

Soldiers thrown off guard — Because they considered a poor travelling
minstrel to be harmless.

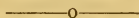
War, Richard engaged in — The Crusades.

Four places in Holy Land — Bethlehem, Nazareth, Jerusalem and
Samaria.

Two rivers — Jordan, Jarmuth.

Two mountains — Mount Calvary and Mount Olivet.

Happened in or on each — Mount Calvary, the Crucifixion; Mount
Olivet, the Ascension.



A DAILY HYMN TO MARY, p. 46.

Six names of M. B. V. — Mother of God, Queen of Heaven, Morning
Star, Refuge of Sinners, Purest of Creatures, Our Blessed
Lady.

Mary — In her heavenly home.

This home called — Paradise.

Earth called — Valley of tears.

Mary asked — To keep us from sin, and help us to win the peace of
heaven.

“Erring mortals” — Sinful men.

Three saints — St. Mary Magdalen, St. Augustin and St. Paul.

Mary asked to get — More grace and greater fervor for us, her children.

Men “run their race” — During life.

We, running our race — Yes.

Two ends of this race — Birth and death.

Mary asked to leave us — At the feet of our heavenly Father.

Jesus told Mary to care for us — During his agony on the cross.

Angels and saints to do for us — To pray for us, and conduct us safely
to heaven.

“Made a road” — By becoming his mother.

“Dearest mother evermore” -- Faithfully serve her divine Son.

Asked in last stanza — To hear his children, and grant them the grace
to love Mary as he wills.

THE COVETOUS PORTER PUNISHED, p. 48.

Nobleman lived — In Pisa.

Pisa — A city in Tuscany.

About to celebrate — His marriage feast.

Food not obtained — Fish.

From having fish — The stormy sea had prevented boats from leaving the shore.

Poor fisherman brought — A large fish.

Asked to name — Any price he thought proper.

Fisherman asked — One hundred lashes on his bare back.

Nobleman and guests astonished — The oddity of the request.

He was offered — A handsome sum of money.

Accept or reject the offer — Rejected it.

Price was to be paid — In his own presence.

Fisherman said, after receiving fifty lashes — "I have a partner in this business, and it is right that he should receive his due share."

His partner in the business — The nobleman's porter.

Porter made fisherman promise — To give the former half of what he should receive for his fish.

Nobleman said — "Bring him up, then, and he shall receive the other fifty lashes with the strictest justice."

Other punishment the porter received — He was dismissed from the nobleman's service.

Also done to fisherman — Amply rewarded.

— o —

A PSALM OF LIFE, p. 50.

Psalm — A poetical composition for the praise or worship of God.

Psalms known — Those of David.

Mournful numbers — Sorrowful poetic measure.

Soul seems to slumber — When negligent or indifferent to duty.

Goals — Heaven, the end of a race, etc.

"Dust thou art, to dust returnest" — Spoken of the body.

Solemn day, these words said — Ash Wednesday.

We must act — That "each to-morrow finds us farther than to-day."

Each to-morrow finds us farther than to-day — Our good works should daily increase.

Sublime life — One that accomplishes the will of God.

Four sublime lives — Our Lord, Blessed Virgin, St. Joseph, and St. John the Baptist.

"A heart for any fate" — Those who have great courage.

"To labor and to wait" — Patience.

AN AXE TO GRIND, p. 51.

"Accosted by a smiling man" — Addressed, or spoken to by a man who was smiling.

Compliment — An act or expression of commendation.

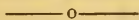
Smiling man said — "My pretty boy" — "You are a fine little fellow" — "My little man" — "I am sure you are one of the finest lads I have ever seen."

Toil and tug — When we work hard.

The axe, "hard to wear" — That being new, it was difficult to grind down to an edge.

"An axe to grind" — Some personal interest to gain.

"Flattering the people" — Praising them in order to gain their favor.

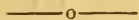


MAN'S SERVANTS, p. 56.

God made for us — The heavens and the earth and all that they contain.

"All things unto our flesh" — Kind to our flesh, that it is the primary object of all inferior creatures to supply our bodily wants ; to our mind, that these creatures serve to raise our mind and heart in gratitude to their Creator.

Great palace built by God — Soul of man.



THE REINDEER, p. 57.

Countries, northern regions — Greenland, Iceland, Lapland, Siberia, etc.

Arab's chief property — The camel.

Difference between stag and reindeer — The reindeer is smaller, stronger and stouter than the stag, but not pretty and graceful.

Animals with cloven hoofs — Cows, sheep, and goats.

Reindeer's color change — On the approach of Winter and old age.

Animals that browse — Horses, cows, and sheep.

Animals that live in herds — Sheep, cattle, swine, goats, and bisons.

Reindeer known to travel — About one hundred and fifty miles in a day.

Reindeer replaces — Horse, cow, and sheep.

Seven uses of reindeer's carcass — Flesh, food ; skin, tents, bedding and clothing ; horn, glue ; bones, spoons ; tendons, bow-strings and thread.

HONESTY THE BEST POLICY, p. 58.

"Public crier" — One that gives notice by loud proclamation.

Merchant promised — To give half of its contents to the man who should find the purse and bring it to him.

Found the purse — An honest sailor.

Proved his honesty — By going to deliver the purse.

Merchant honest — No.

Proved his dishonesty — By breaking his promise and falsely accusing the sailor of having stolen an emerald from the purse.

Cadi — A Turkish judge of civil affairs.

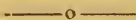
Sailor disappointed — By being ordered to give up the money without receiving any reward.

Vizier — A high executive officer in Turkey and other oriental countries.

Vizier acted — He had all the parties in the case brought before him and strictly examined.

Sentence pronounced — Having heard both sides of the question he declared that since the merchant had lost an emerald and two hundred pieces of gold, and that the sailor had found no emerald, it was evident that the latter's purse did not belong to the merchant. He then recommended the merchant to make a second proclamation of his loss.

Lawful property — That which a person justly possesses.



THE SHARK, p. 60.

Resemblance between fish and beasts — In their constant warfare.

Most terrible inhabitant of the sea — The shark.

Sharks found — In almost every part of the world.

Most ferocious found — In the tropics.

Most dreadful of sharks — The white shark.

Size of white shark — Between twenty and thirty feet.

Mouth and teeth — Its mouth is situated on the under side of its head.

It contains several rows of strong, sharp teeth, which generally lie backwards and are moved at will.

Follows ships — In order to secure any thing that may be thrown overboard.

Dreadful instance of its ferocity — At the Society Islands in the Pacific ocean.

Story in a few words — About thirty natives of the Society Islands were once shipwrecked while passing from one island to another. They had recourse to a large raft to save their lives. But as the raft sunk about a foot and a half below the surface of the

water, and having no means of defence, they soon became an easy prey to the sharks. These monsters dragged them from the raft one after another, till only two or three remained. The raft, thus lightened of its burden, rose to the surface of the water, and the sailors succeeded in safely reaching one of the islands.

Natives going — From one island to another.

In — A large vessel consisting of two canoes fastened side by side.

Separated canoes — A violent storm.

Difficulty of the crew — Great trouble in vainly attempting to balance the boats.

Men then — Hastily formed a raft.

Collected around — Sharks.

Bold enough — To tear the men one by one from the raft.

Men at last remained — Two or three.

Saved them — The rising of the raft to the surface of the water.

Other incident — Capture of a shark which had followed a vessel for several days.

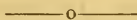
Related — The sailors fastened a strong iron hook and a piece of meat to the end of a chain. Having attached a very long rope to the chain, they lowered the bait into the water in sight of the shark. The fish sank deep in the water below the ship, turned on its back, and opening its jaws, swallowed both bait and hook. Though it struggled hard to get free, the sailors succeeded in killing and pulling it aboard.

Tackle used — A long rope, a strong chain, an iron hook, and a piece of meat.

Shark did, bait lowered — Shark in the water below the vessel, turned on its back, and swallowed both bait and hook.

Hook fastened in its body — By the sailors giving a strong pull at the rope.

This method practised — On board ships sailing in the tropics.



THE CRAFTY ELEPHANT, p. 63.

Elephants bathe — By filling their trunks with water and throwing it over their heads.

Cooks baking muffins — At a short distance from the elephants.

Grass prepared, elephants' supper — Put up into bundles and then washed.

Old driver asked the visitors — To stay and see his elephant "cheat."

Elephant did when cooks left — Raised his trunk and broke a large bough from the tree above him.

Elephant looked about — To ascertain if his drivers were in sight.

"Coast being clear" — That there is no danger of being detected; no obstacle to interfere with the accomplishing of a design.

Felt around with his trunk — In order to make certain that every part of his cake was concealed.

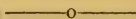
"Bolting" — Swallowing without chewing.

"Dismay" — Consternation.

"Reviled" — Reproached, upbraided.

"Accused" — Blamed, censured, or charged with a fault.

"Private use" — Employing any thing for one's personal use.



ON RESPECT FOR THE AGED, AND ON POLITENESS, p. 65.

Representation — A dramatic performance, a description.

Offered to accommodate old gentleman — A number of young Athenians.

Accommodate — To furnish with something desired, to supply some necessity, to oblige, to assist.

Confused man went — To the benches of the Lacedemonians.

Strangers receive him — Yes.

Athenians feel ashamed — Yes.

They did — Gave a thunder of applause.

Old gentleman said — "The Athenians know what is good, but the Lacedemonians practise it."

Endeavor to cultivate — Gentle and obliging manners.

Intimacy kept up — By a great attention to the lesser duties of behavior.

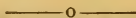
Close friendship kept up — By a constant endeavor to be pleasing and agreeable.

Destroys friendship — Tart replies, frequent rebukes, and a captious, fault-finding spirit.

Best recommendation to strangers — Politeness.

Learn polite manners — By instruction, reasoning, and close observation of the manners of those who are best skilled in etiquette.

Make friends instead of enemies — By raising people up, instead of mortifying and depressing them.



BEES, p. 67.

Pouch — Small bag or sack.

Pouch found — Upon its thighs.

Bee fills with wax — This pouch.

Sucks up the honey — From every blossom that it meets.

Delivers the wax — To the builders who construct the cells.

Does with the honey — Disgorges it into the cells already finished.

When a bee meets a hungry companion — It opens its mouth and allows the hungry bee to take as much as it wants.

Offers the honey — To those who are at work in the hive.

Offers them the honey — To prevent them from quitting their labor to seek food.

Operations of the hive refer — To the queen-bee.

Queen-bee attended — By as numerous a train as the mightiest sovereign of the earth.

Working bees in a single hive — About 18,000.

Leaving a hive in a swarm — They follow the flight of the queen-bee.

Bees swarmed at a person's bidding — On his hat.

This person mounted on a swift horse — Made them follow him to a great distance and back to the hive without vexing them.

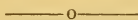
"Mr. Wildman," etc. — Drank a glass of wine.

On a large table — Acted like a general marshalling them in battle array.

Divide them — Into regiments, battalions, and companies.

Uttered the word "march" — They began to move about in a regular manner.

Bees like — Soldiers on review.



A CHILD'S WISH, p. 69.

Love's Captive — Our Lord in the Blessed Sacrament.

Christ like a captive — Because he remains day and night locked up in the Tabernacle.

Christ goes, when out of Tabernacle — To free sinful hearts from sin.

Little bell tinkles — During mass.

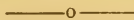
Chalice flashes — When elevated by the priest.

Flashes more, at Benediction — Yes; the monstrance.

Flowers near "the Host's sweet face" — Those which decorate the altar.

Altar like Mary's breast — Because our Lord reposes there in the Blessed Eucharist.

Host "come in love to me" — In holy Communion.

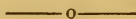


THE BROOK, p. 71.

Haunts — Places of frequent resort.

Coot and hern — Water-fowls.

- Brook sallies out* — To bicker down the valley.
- Boys bicker* — When they quarrel and contend in words.
- Ridge in America* — Rocky, Blue, Alleghany.
- Chatter and babble* — To talk thoughtlessly or with undue rapidity; here, to make a constant murmuring noise.
- Eldying bays dangerous* — Yes, very dangerous to vessels.
- Fretted bank* — One worn away by the action of the water.
- Boy's face appears* — Vexed, angry, and agitated.
- Fallow ground good* — Yes; because it is rich and easily broken.
- To "set" land* — To put it into a desired condition. Here, wild, uncultivated.
- "Blossoms sail"* — When blown by the wind.
- Trout* — A spotted fish, esteemed as a delicacy.
- Grayling* — A fresh-water fish.
- "Foamy flake"* — When it is agitated.
- "Hazel covers"* — Groves of hazel-trees.
- Forget-me-nots* — Beautiful blue flowers.
- Swallows skim* — When they glide along near the surface.
- Sunbeam* — A ray of light coming from the sun.
- Sunbeam netted* — When it appears interlaced from being broken by intervening objects. Spenser uses the word with the meaning of "bright" or "clear."
- Brambly wildernesses* — A wild, uncultivated tract of land filled with rough and briery shrubs.



THE HUSBANDMAN AND HIS SONS, p. 76.

- Dying man worked* — Agriculture.
- Desire sons to continue the work* — Yes.
- "Patrimony"* — An inheritance or estate received from one's ancestors.
- Bequeath* — To give or leave property by will.
- Joint-heirs* — Sharers in the same inheritance.
- Surface* — The outside or exterior of a body.
- Sons thought* — That he spoke of money that he had hidden in the earth.
- Sons dug the ground* — Very carefully, turning up every inch of the farm and vineyard.
- Result* — Though they found not the coveted treasure, yet the ground so well stirred and loosened, produced a crop that proved a real and substantial treasure.
- Substantial treasure* — One of real or true value, as opposed to imaginary.

LIFE AND DEATH, p. 77.

Wary eyes — Cautious, prudent.

Animals, wary eyes — Fox, wolf, tiger.

Heart quails — When it becomes dejected through fear or apprehension of danger.

Demon band — The devils.

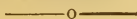
Child asks — To die at once.

Father answers — "The heavenly crown must first be won on the battle field of life."

Loves weak and small — God.

On our side — The angels of heaven.

Helps most of all — God.



THE EAGLE AND THE MOLE, p. 78.

Eagles flew — Into a deep forest.

Resolved to build — A nest on the top of a lofty oak.

Mole told the eagles — That the oak was not a fit dwelling place for them, because it was almost entirely rotten at the root and was likely to fall soon.

Birds take warning — No.

Eagles — Set to work quickly and built a new dwelling for the queen.

Happened one day — The eagle found that the oak had fallen.

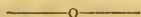
Fallen tree crushed — The queen and her little ones.

Eagle said — "Wretched creature that I am! I have been punished for my crime in not taking good advice! But who could expect that wise counsel could come from a miserable mole?"

Mole replied — "Had you not despised me you would have remembered that as I live among the roots of trees, I can surely tell whether they be sound or not."

Wretched creature — A miserable, vile, contemptible, or worthless being.

Should take good advice — From all, even our inferiors.



THE HIPPOPOTAMUS, p. 79.

Hippopotamus — River-horse.

So called — Because it is generally found in rivers or in their neighborhood.

Animal described — See second paragraph of text.

Special about the feet — They are large, and divided into four parts, each of which is protected by a hoof.

Eat meat — No; it lives entirely upon vegetable food.

Africans fear his visits — Because they are very destructive to the standing crops.

Pitfalls — Slightly covered pits intended to catch wild animals.

Other animals caught in pitfalls — Elephant, rhinoceros, and others.

Impaled — Put to death by fixing on a sharp stake.

When pursued in water — Conceals itself in a spot where there are many reeds.

Among tall reeds — In order that it may rise to breathe without being noticed.

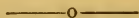
Pursued — It is sometimes harpooned, and sometimes caught in pitfalls.

Dr. Livingstone — An English traveller, who explored parts of Africa.

Layer of fat — A concrete mass of oily substance between the skin and flesh, and various other parts of the body.

Four delicacies — Fowl, rare fruits, wines, and pastry.

Use of flesh, hide, teeth — Flesh, food; hide, shields, whips, walking-sticks; teeth, a beautiful, fadeless, white ivory.



THE TWO LIZARDS, p. 82.

Two lizards lay — Upon a bank beneath a tree.

They were — Warming themselves in the sun and drinking up the passing stream.

One said to the other — “Woe is me! How mean and weak our life is, brother! There is nothing beneath the moon so poor, obscure, or less regarded. We inherit the life of the crawling worm.”

Great lizards sported — In the Nile.

Lizards of the Nile — Crocodiles.

Nile — Eastern part of Africa.

Lizard, as large as crocodile, adored — In pagoda.

Other lizard replied — “Ah, friend! Why do you grumble? Are you not pleased with the sweets of freedom? We enjoy the sun, the earth, and the crystal spring, greenwood bower, and sheltered nooks. Why should we fret, or look blue, even though we’re despised by haughty man. Let us in turn be wise and despise that proud animal.”

First lizard wished — To be a deer.

Dogs did to deer — Seized it, and devoured its haunches.

Men and dogs did to lizards — Left them unmolested.

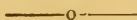
Bloody deed, wise lizard said — “Dear cousin, now pray tell me how you would like to be a deer.”

First lizard said — He would never again envy the great.

He said lizards were — But little folk.

Their cares and dangers — Were but trifles.

Lesson we draw from this — To be content with our lot.



CHINESE CORMORANTS, p. 84.

Falcons and hawks formerly trained — To pursue and kill birds for the benefit of the hunters.

The rivers of China — Are large, and abound in fish.

Go with fisherman — Ten or twelve trained birds called cormorants.

Cormorants catch fish — They skim along the river till a fish appears, when they immediately dive under the water, seize it, and bring it to the surface.

Fisherman watches the birds — Very attentively, instantly calling every one that brings a fish to the surface.

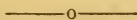
Cormorant proves its greed — By the avidity with which it consumes the offal.

Chinaman corrects this defect — By tying a cord around the bird's neck to prevent it from swallowing the fish.

Other greedy birds — Woodcock, English sparrow, etc.

Birds always work diligently — No; sometimes they are more intent on play than work.

New Testament, fish mentioned — Matt. vii. 27, Mark vi. 41, Luke v. 6, John xxi. 6.



THE RHINOCEROS, p. 86.

Rhinoceros found — Several parts of Asia and Africa.

Most remarkable — Indian rhinoceros.

Life in native regions — A quiet, lazy life.

Fond — Of wallowing in the mud, and the bath.

Swims — With ease.

Carries his head — So low that his nose almost touches the earth.

Now and then stops — To eat some favorite plant or plough up the ground with his horn.

Track often remarked — By a line of broken trees and bushes.

Dangerous — When roused.

Difficult to surprise him — Because his senses of smell and hearing are very acute.

At times — Very fierce, and attacks every animal that he sees.

Not a match for him then — The elephant.

Powerful weapon — The great horn which springs from his long, thick nose.

Shows its strength — With it he digs up bushes and young trees, and fights his enemies.

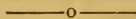
Animal often fights — Tiger.

Generally conquers — Rhinoceros.

Rhinoceros kills him — By tossing him in the air with his horn and then trampling upon him.

Hardness of rhinoceros's skin — No bullet can pierce it, except when it strikes the neck or breast.

Peculiar in some — The Indian rhinoceros has only one horn, but in Africa, there are several kinds which have two horns.



THE LAWYER'S ADVICE, p. 88.

Town in France -- Rennes.

Famous — For law.

Occurred to farmer — That being in the city, and having a few hours to spare, he would do well to get the advice of a good lawyer.

Mistakes of lawyer — He inquired of the farmer if he had come to consult him on a case of action, a division of property, or to negotiate a purchase or a sale. To all these interrogatories the farmer replied in the negative.

Questions the lawyer at last put — Asked his name, his age and his vocation.

Lawyer handed him — A piece of paper on which he had written two lines.

Price paid — Three francs.

On reaching home — Determined to rest for the remainder of the day.

One of his men asked — If the hay that had been two days cut should be drawn in.

Gave the paper — To his wife.

Written on it — "Never put off till to-morrow what you can do to-day."

Said on hearing it — "That's it! come, boys! come, girls! All to the hay-field! It shall not be said that I have bought a three franc opinion to make no use of it. I will follow the lawyer's advice."

Example, set his people — He took the lead in the work and did not

return till all the hay was under shelter in a place of safety.

Proved the wisdom of his conduct — A violent storm having risen during the night and caused the river to overflow, the crops of all the neighboring farmers, except those of Bernard, were entirely destroyed.

The farmer ever after — Adopted the advice of the lawyer as the rule of his conduct.

Became — One of the most prosperous farmers in the country.



LET IT PASS, p. 91.

First four lines — We should not be too easily offended by the acts of others. To act in anger is to act without reason.

"Brood darkly o'er a wrong" — When one thinks for a long time over an apparent affront that he has received from a neighbor.

Easily corroded — Iron, tin, copper, etc.

Vulgar souls — Souls controlled by passion.

Those, forgive — The noble.

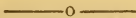
New Testament, suggest fourth stanza — "Be not overcome by evil, but overcome evil by good."

Homely words — Familiar, plain words.

Three proverbs containing homely words — "A bird in the hand is worth two in the bush." "A penny saved's a penny earned." "A good name is better than great riches; and good favor is above silver and gold."

Giddy throngs — In the street, fair, theatre, banquet-hall.

"Better to be wronged than wrong" — It is better to bear the offences of others than to do wrong by retaliating.



THE SELFISH POOL AND WHAT BEFELL IT, p. 96.

Fountain shines — Like a thread of silver through the thick copse.

Copse, found — On lands once cultivated, but abandoned for some years.

Fountain tinkles — By its sharp sounds falling upon rocks, etc.

Tribute — A stated sum of money paid by one prince or nation to another.

Our Lord paid tribute — See Matt. xvii. 23-26.

Stagnant pools — Low, undrained places.

"Backward Spring" — The sowing of seed is delayed.

Name given to streamlet — Creek or brook.

"Smile pleasingly" — Approvingly.

Foresight — Seeing beforehand, providing for the future.

Who husband their resources — Those who are saving.

A day of adversity — A time of misfortune, trial, or want.

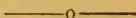
"Verdant beauty" — Fields covered with growing plants.

Tire in inglorious activity — Lazy boys.

Prophets "smote" rivers — Moses, Elias, and Eliseus.

Incense sea sends to sky — Water in the form of vapor.

"Grateful" boys — Those who endeavor to repay favors received.



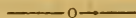
TO WHOM SHALL WE GIVE THANKS? p. 98.

Persons and things — Boy, pump, water, dew, spring, cap, man, hill-side, hand, head, rain, sun, cup, face, ocean, fellow, stores, draughts, God, gift.

List of them — Separate persons from things.

Each does — As specimens: A little boy quenching his thirst at a pump, thanks in turn the pump, the cold water, the spring, the dew, the summer rain, the sun, and finally God as the giver of all good. The pump told the little boy that he could not accept the latter's thanks, as they were due to the cold water. The cold water referred the boy to the stream as being its origin. God is the giver of every good and perfect gift. The boy bowed his head.

Street pump sometimes causes sickness — By its waters becoming vitiated through cesspools or sewers.



THE STORY OF THE SINGING BIRD, p. 99.

Dr. Grant — First Catholic bishop of Southwark.

Southwark — Near London.

Fearless familiarity — Freedom from constraint or ceremony.

Monk was working — He was wearily engaged in digging in a field near his monastery. As his spirit flagged with his body, he thought that perhaps, after all, Paradise was not worth so much toil and trouble.

Monks generally worked — On barren and ungrateful soil.

They thus reclaimed — Many forsaken lands.

Grumbling monk heard — Singing of a bird in a tree close by.

Kind of music — Most sweet and brilliant, and unlike any song of bird or human voice.

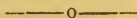
Monk's rambles — Enchanted with its melodious strains he dropped his spade and walked towards the tree. But as he drew near the little bird fluttered away, its song growing richer and more beautiful as it went. The monk followed it in ecstasy from tree to tree until at last the melody ceased. He found himself in the heart of a forest, a great way from home, and unable to find the path by which he had come. After a long and tiresome ramble, he came in sight of the monastery.

Lichens and mosses grow — Rocks, trees, walls, etc.

Monk returned — He found the monastery entirely changed. When he gave his name, the porter who admitted him, growing white with fear, exclaimed : "Thou art his ghost, for the monk who bore that name has been dead one hundred years." The wandering monk replied that he had found the singing of the bird so sweet, that it had appeared to him scarcely an hour.

Amazement — Extreme wonder, or perplexity excited by surprise.

True story or legend — A legend.



WHO IS MY NEIGHBOR ? p. 101.

Religious women, soothing hands — Sisters of charity, and of mercy.

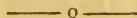
Dim eyes — The aged and weak-sighted.

"Years at their brim" — The aged and infirm.

Thoughts "fettered" — When not allowed to express them.

Pass heedless by — When we pay no attention to the unfortunate.

Four instances from Gospel — Good Samaritan, also 1 Kings xviii. 1, St. John xiii. 34, Hebrews x. 24.



A COMPARISON, p. 102.

Pliny — An old Roman writer.

Lived after death of Christ — Thirty-seven years.

River takes its waters — They spring from the earth.

Five tiny things in nature — Insects, grains of sand, drops of water, seeds, humming bird.

Follows youth — Manhood.

Three turbulent things — Ocean, air, excited mob.

When river changes its course — Becomes gentle and winding.

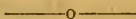
Haunts — Places of frequent resort.

Four rivers having beautiful borders — Rhine, Hudson, Shannon, Seine.

"Busy manhood" — The most active part of man's life.

Eternity called — A great ocean.

Like an ocean — Because of its immensity.



PIERRE'S LITTLE SONG, p. 104.

Name of French boy — Pierre.

He was sitting — By the bedside of his sick mother.

Kept up his spirits — By humming.

Might well be low — Because his mother was sick, and there was no bread in the house, and he had not tasted food all day.

Song he was singing — One that he had composed himself.

Saw from window — A man putting up a poster, announcing that Madame Malibran would sing that night in public.

Thought occurred — A desire to go to hear her.

He, then — Running to the looking-glass he smoothed his curls, took from a box an old, stained paper, gave one glance at his sleeping mother and quickly left the house.

Pierre went — To the residence of Madame Malibran.

Induced the lady to see him — Her great love for children.

Pierre said to her — "I have come to see you because my mother is very sick, and we are too poor to get food or medicine. I thought that if you would sing my little song at one of your concerts, some publisher might buy it for a small sum; and then I could get food and medicine for my mother."

Lady asked — If he had composed it.

After a few moments — If he would like to come to her concert.

Pierre's difficulty — That he could not leave his mother alone.

Madame Malibran overcame it — By telling him that she would send some one to take care of his mother for the evening.

She gave him — A crown with which to get food and medicine, and also a ticket which entitled him to a seat near herself.

Took to his mother — Some oranges and other little luxuries.

Pierre's feeling on entering concert hall — That he had never in his life been in so grand a place.

Seemed impossible — That so grand a lady would sing his song.

C'apped his hands — Because the whole band struck up a plaintive melody which he well knew.

Effect of his song — It dimmed many an eye with tears, and moved many a heart by its touching words.

Felt as he walked home — As though he were moving in the air.

Frightened next day — By a visit from Madame Malibran.

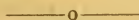
Told his mother — That her son had brought her a fortune. She had already been offered a large sum for his little song. She also told her to thank God for having given her son so great a gift.

Pierre did — Knelt down by his mother's bedside and asked God to bless the kind lady who had deigned to notice their affliction.

Effect of this prayer — Made her more tender-hearted and more anxious to do good. .

Smoothed her dying pillow — The little Pierre of former days.

Had become — Rich, accomplished, and one of the most talented composers of his day.



A TALE WITHOUT AN END, p. 108.

King's offer — If he would tell a story which should never end.

Result of failure — To have his head chopped off.

Claimants appear — Yes; many.

Stories lasted — Some a week, some a month, some six months.

Happened to them — They were beheaded.

Sort of man at last appeared — One of a very composed and deliberate manner of speaking.

Arranged before beginning — Stipulated for time for his eating, drinking and sleeping.

Tyrannical king did with corn — Put it into an immense granary.

Size of granary — As large as a mountain.

Took to fill it — Several years.

Did when full — Stopped up the doors and windows and closed it securely on every side.

Bricklayers left a hole — By accident, near the top of the granary.

It was — Only large enough to allow one locust to pass through at a time.

Then happened — One locust went in and carried off one grain of corn, another locust went in and carried off another grain of corn, etc.

Went on repeating the same story — About one month.

Rest between times — Yes; for sleep and meals.

Man would not tell what happened — That it was impossible to tell what happened then, till he had told what happened first.

King listened, after first break — Six months.

Said to story teller — "Friend, I am weary of your locusts! How soon do you think they'll have done?"

Man replied — "O king! who can tell? The locusts have now cleared away about a cubit each way around the inside of the hole.

and the air is still dark with locusts on all sides. But if you have patience doubtless we shall come to the end of them in time."

King endured the endless repetition — For another year.

King said — "O man, that is enough ! take my daughter ! — take my kingdom — take any thing — everything ! only let us have no more of your abominable locusts."

Heard the end of story — Nobody.

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SOMEBODY'S DARLING, p. 111.

Somebody's darling carried — Into the ward in an hospital.

"Lingering light" — Last traces of his youthful beauty.

Blue-veined brow — Forehead on which the veins are swollen.

Mother proud — Of his bright curls.

Baptized in the waves of light — By kissing the locks of her brother's hair.

Wept when young man marched off to war — His mother.

Written on slab or tombstone — "Somebody's darling slumbers here."

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THE CAMEL, p. 116.

Created — With a special fitness for the regions wherein it has contributed to the comfort of man.

Feet, stomach, nostrils — Feet, to tread lightly upon dry and shifting soil; nostrils, having the power of closing in order to shut out driving sand; stomach, provided with a peculiar apparatus for retaining water.

Fatigued camel encouraged — By the cheering songs of his driver.

Places mentioned in lesson — Arabia, Tuscany. Point out on map.

Camels' hair — Very short on the muzzle, long on the top of the head, tufty on the neck, back, forelegs, and hump. Its color varies, being either white, gray, bay, or dark brown. It falls off and is renewed every year about the beginning of Summer.

Their food — Leaves of the oak, cork-tree, alder, thorny thistle, and the broom. They drink but once a day.

Camel trained — Give text in your own words.

Use of fat hump — To furnish nutriment to the camel when deprived of other food.

Support in the desert — Several wonderful means.

Some of them — Peculiar apparatus for carrying water, fatty material of hump, etc.

ST. PHILIP NERI AND THE YOUTH, p. 119.

QUESTIONS AND ANSWERS CHANGED — *Saint* — Why have you come to Rome, dear youth?

Youth — In order to become a scholar, sir.

St. — What will you do when you have become a scholar?

Youth — I hope I shall become a priest.

St. — What do you intend to do next?

Youth — Perhaps, obtain a canonry.

St. — And what after that?

Youth — Perhaps I may get to be bishop.

St. — What will you do then?

Youth — Well, I may have a chance of receiving the cardinal's hat.

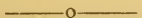
St. — What next?

Youth — Who knows but the title of Pope may follow?

St. — And what comes after the triple crown?

Youth — Nothing, of course, except to die when God shall please.

St. — And must you, dear youth, suffer death, and only *perhaps* enjoy the rest? Take my advice and provide for that which *must be*, before you think of that which *may be*.



PROFESSOR FARADAY, p. 120.

Electrical machine exhibited — In the window of an instrument maker's shop.

Seen looking at it — A youth.

Feelings — Of intense curiosity.

Caused the boy to start — The striking of a neighboring clock.

He went — To his master's workshop.

His master — A bookbinder.

This boy — The son of a working smith.

Disposition — Diligent, fond of work and reading.

Books preferred — Those of scientific subjects.

Examined the electrical machine — To thoroughly understand the shape of every knob, wire, wheel and plate.

Resolved — To make one for himself.

Worked at it — In the light of the early Summer morning.

Master surprised — Because of the ingenuity of the lad.

Attended the lectures — Of Sir Humphrey Davy.

Sir Humphrey Davy — A celebrated Catholic chemist.

Where born — At Penzance, in Cornwall, England, December 17, 1778

Early education — Self teaching.

Lectured on chemistry — Before the Royal Institution (London).

Wish arose in lad's heart — To follow in the steps of such a master.

In consequence — Wrote to Davy.

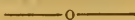
Said in letter — Wishing to follow some other trade than that in which he was engaged, and loving science, he begged to be employed in the laboratory of so great a man.

Result — His wish was granted.

Lad's name — Faraday.

Afterwards became — The celebrated and much beloved Professor Faraday, and the immediate successor of Sir Humphrey Davy himself.

Secret of Faraday's success — Promptness in action.



SOMEBODY'S MOTHER, p. 123.

First stanza — One Winter's day a very old woman, bent with age, waited for a long time at the crossing of a street, without any one offering to help her across.

Boys came along — Like a flock of sheep, laughing and shouting "school let out."

Danger of old woman — Being crushed by horses or carriages.

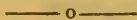
The gayest lad said — "I'll help you across if you wish to go."

She crossed — Leaning upon his strong young arm.

Boy felt — Happy and content.

Said to companions — "Although she's old and poor she's somebody's mother, boys; and I hope that some fellow will help my mother, if ever she's old and poor, and her dear boy far away."

Prayer of old woman — "God be kind to the noble boy who is somebody's son, pride and joy."



HOW OUR DINNER-TABLES HAVE BEEN SUPPLIED, p. 124.

Said of turkey — That it was introduced into Europe by the Spaniards, from the higher regions of Mexico.

Differs from wild cock — In the bright, golden, and variegated plumage of the latter.

Places mentioned in lesson — Macedonia (European Turkey), Cerasus (Asiatic Turkey), etc.

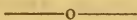
"Modern introduction" — One of latter days.

Six vegetables — Carrots, turnips, potatoes, cabbage, asparagus and parsnips.

The train of conquest — Events subsequent to the invasion of a country.
Cherry brought to England — 106 years before death of Christ.

Appearance of the fruits — Apple, nearly round, like a ball or an orange, and generally of a green or red color. Cherry, round, soft, growing in bunches, and of a red, white, or black color. Peach, round, red, yellow, pink, and generally covered with down. Apricot resembles peach, roundish, downy, yellow, and ruddy on side next the sun.

Sir Walter Raleigh and the potatoes — Having ordered his gardener to gather some of the potatoes, Sir Walter received the seed-apples which had been produced from the blossoms. When Raleigh tasted the supposed sample of fine American fruit, he immediately commanded the gardener to throw the worthless weeds away. While executing Raleigh's orders the roots were found to be in high perfection.



BROTHERLY LOVE, p. 126.

Other brothers and sisters — Dead.

"Death's untroubled night" — The peaceful repose that follows a good death.

Link binds the two — Brotherly love.

Mother's love repaid — Partly by the child's reciprocal love.

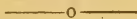
Takes the place of hearth — The stove.

Joys and woes — Pleasures and sorrows.

Flame — That of affection or charity.

Who have reached manhood — Those who have attained the age of twenty-one years.

Proverb, with the word "shoulder" — "Put your shoulder to the wheel."



ST. ALOYSIUS, p. 127.

Chief facts in this sketch — St. Aloysius is the special model and patron of youth. He was born on the ninth of March, 1568, at Castiglioni, in Italy. The first words that his mother taught him were *Jesus* and *Mary*. His first act was to make the sign of the cross. From his infancy he manifested a great love of prayer and tenderness for the poor.

His father, who was a general in Lombardy, frequently took little Aloysius to see the soldiers drill. During these visits he learned to repeat some unbecoming words, whose meaning

he was too young to understand. From the moment that his mother explained to him how offensive such language was to God, he ever bitterly bewailed his fault, and could never be prevailed upon to associate with those who used improper language.

His great devotion to the Most Blessed Virgin was most remarkable. From the age of seven years he formed the habit of daily reciting her office. He placed his studies and all his undertakings under her protection. Nothing pleased him more than to chant her praises and read books treating of her glories.

He had a great love for the Blessed Eucharist, heard Mass very frequently, and kindly instructed poor children in their catechism. He fasted three days a week and passed several hours every day in prayer and meditation.

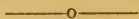
Although it is not advisable that all young persons should imitate St. Aloysius in his extraordinary mortifications, yet there are in his life many beautiful virtues and traits of character from which the youngest as well as the oldest may reap much fruit. What little boy, for instance, will not find a most suitable model in our dear Saint's sincere piety; in his gentleness of disposition; or in that filial affection and ready obedience which he ever manifested towards his parents and superiors!

After-life of Aloysius — He succeeds in affecting a reconciliation between his brother and the Duke of Mantua.

Society joined — Society of Jesus.

Died — While attending the sick he was stricken down by a plague which visited the city of Rome in 1591.

In church at his canonization — His mother.



THE GUARDIAN ANGEL, p. 130.

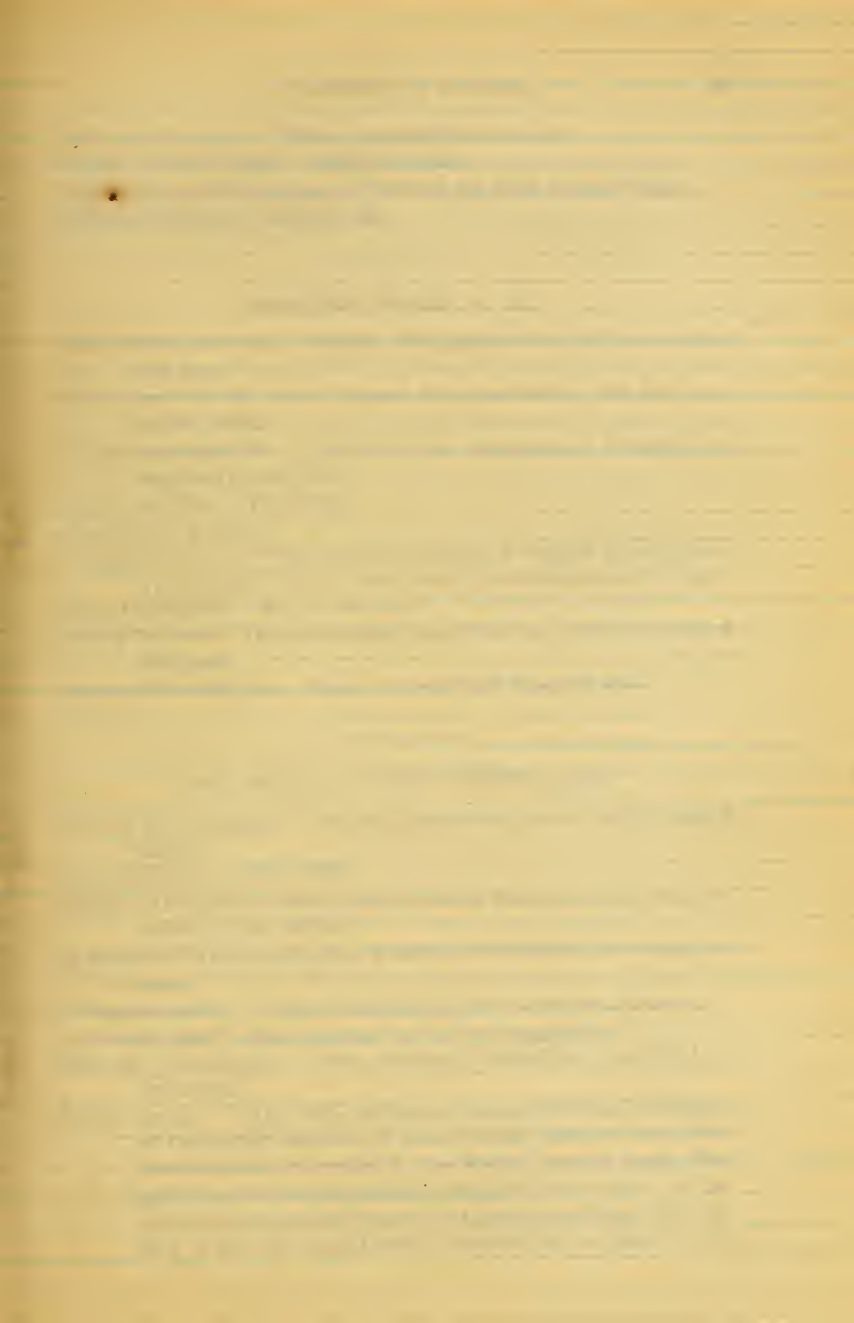
Good Angel shows his love — By leaving his home in heaven in order to guard sinful man.

Really leave heaven — He does, although he still enjoys the Beatific Vision. "For thus angels see the face of my Father who is in heaven."

Neither see nor hear our Angel — Because he is a pure spirit.

Angel fights for us — In order to prevent us from losing our soul.

Feel when we kneel — Something within our heart which tells us our Angel is near.

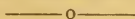


Angel, while we sleep — Watches patiently by our side.

Kiss our guardian Angel — After our death.

Angel loves us — For the sake of God and the Most Blessed Virgin.

Reach eternal shore — When we die.



SHUTTING DOORS, p. 132.

Made Edward look cross — Because his grandmother told him to shut the door.

Should have shut the door — Because his grandmother felt the cold, wintry wind.

Said to his grandmother — “Do forgive me, grandmother, I ought to be ashamed to vex you.”

Said he was going — To college.

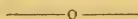
Going to be — A lawyer.

Grandmother said — “Well, admitting all that, I imagine you will have a good many doors to shut, even if you make much of a man.”

Edward understand — No ; he did not.

Some of the doors — The doors of the eyes, of the ears, of the lips and of the heart.

Advantage he would gain — Keep out many cold blasts of sin.



THE MIRAGE OF THE DESERT, p. 134.

Put “on short allowance” — When shipwrecked, in war, and in time of famine.

Great French city — Paris, 1870.

Mirage — An optical illusion in sandy deserts that presents an image of water or other objects.

To deviate — To turn aside from a course or direction, to wander, to stray.

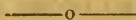
“Phantom waters” — Those which have only an apparent existence.

“Visionary lake” — One existing only in the imagination.

Boys suffer from chagrin — When thwarted, contradicted, mortified, or punished.

Last paragraph — In this little incident we have a striking illustration of the foolish conduct of those young persons who allow themselves to be deluded by the fleeting joys of earth. Beguiled by the love of pleasure, they give no attention to the advice of parents and friends, but plunge headlong into the gulf of sin and eternal ruin. How sad it is to think of the

many broken-hearted mothers and fathers who vainly endeavor to recall those erring children to the path of virtue ! No arguments can convince them of the delusive nature of their seductive phantoms. He is truly happy, who, seeing and acknowledging his mistake, returns, in time, to the path of duty.



THE DISTRIBUTION OF LABOR, p. 136.

Question in first paragraph — Why should not every man make what he wants for himself instead of going to his neighbor to buy it ?

Shoemaker's answer — That he would need the same set of tools to make one of those articles that would be required to make a hundred. In order to make these tools he would need a forge, an anvil, and hammers. Even then the tools, as well as his work, would be very clumsy, because he is not accustomed to that kind of business. It is, therefore, less trouble to him to make shoes that he can sell for as much as will buy many chairs, than it would be to make one for himself.

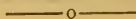
Difficulties found in making a hat — He would require furs, skins, manufacturing machines, and all their necessary accessories. Besides this, his time and labor should be taken into consideration. It follows, therefore, that it would be much better for him to follow his own avocation and buy his hats ready made.

Difference between joiner and carpenter — The carpenter forms and puts together the essential parts of a house, such as roof, partitions, floors, etc. The joiner joins and furnishes the stairs, cupboards, furniture, and other parts necessary but not essential to the building.

Pursuit — A course of business, occupation or avocation.

Ten pursuits — Merchant, lawyer, orator, artist, architect, physician, surveyor, musician, teacher, priest.

Do a thing to advantage — To derive much benefit or profit from it.



TRUTH AND BEAUTY, p. 137.

"There we'll beauty's self descry" — That in these and other objects of nature we behold true beauty.

Four things, near city limits — Pupil mentions some notable objects near the limits of his own city.

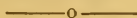
Surges called — Billows, waves.

*Sapphire** — A precious stone, formed of blue crystals.

Precious stones — Diamond, topaz, ruby, amethyst, emerald, onyx and moss-agate.

"Creation's treasured field" — The universe.

Pilgrims of olden times — The crusaders, etc.



GENERAL WASHINGTON, p. 138.

Facts mentioned in sketch — George Washington was born in Westmoreland County, Virginia, on the 22d of February, 1732. As his father died when George was quite young, he was chiefly indebted to his mother for his education, which was limited to the English branches. His proficiency in mathematics was such that at the age of sixteen he was engaged in surveying public lands. He was made adjutant-general of a Virginian military district before he was twenty-one. While commanding the Virginians at the battle of Fort Duquesne, several of his horses were shot under him, but he himself escaped unhurt. It was in this battle that General Braddock was killed. Having married in 1759, he retired to Mount Vernon, where he resided until the beginning of the Revolution. Washington assisted in the capacity of delegate from Virginia, at the first general Congress, held at Philadelphia in 1774. In June, 1775, he was made commander-in-chief of the American forces, in which position he remained till the close of the Revolution.

After the war he resigned his position and repaired to his private residence at Mount Vernon. A short time after this he was called upon to preside over the convention which adopted the constitution. On the 30th of April, 1789, he was inaugurated as the first President of the United States. Having declined a re-election at the end of his second term, he once more retired to private life. He died on the 14th of December, 1799, in the 68th year of his age.

Brave soldier, etc. — His valor was shown in the many battles in which he distinguished himself. He proved himself a good citizen by his moral and virtuous life. His successful government was manifested through the happiness and prosperity that attended the country during his administration.

ST. VINCENT OF PAUL, p. 140.

St. Vincent's hand over all the earth — By the religious societies which he established.

Gospel, oil and wine mentioned — Luke x. 34, Apoc. vi. 6, Apoc. xviii. 13.

Take Vincent long to do charitable works — No; he did in a day what others would take weeks to accomplish.

"The alley's cheerless gloom" — The misery and sadness of those who dwelt in the alley.

Vincent's hand and heart felt — In the abode of poverty and sin.

"Hand and heart were felt" — That the poor and afflicted experienced his generosity and affection.

New Testament, sick cured by a shadow — Acts v. 15.

Vincent compared to archangel Raphael — Because as Raphael assisted Tobias and his son both in body and soul, so, likewise, Vincent tenderly cares for both the temporal and spiritual welfare of the poor.

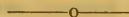
Holy man cured by Raphael — Tobias.

Thousands bless Vincent — By prayer.

Pray as well as act — Yes; his life was one unbroken prayer.

Vincent succeeded so well — Because he prayed.

Saints in the wilderness — Sts. John Baptist, Paul the Hermit, Antony, Pacomius.



COMMODORE JOHN BARRY, p. 143.

Barry acquired learning — By employing all his leisure moments in study and reading.

Revolution — The American Revolution against England in 1776.

Colonies that took part — New York, Pennsylvania, Massachusetts, Virginia, Georgia, Maryland, etc.

Fleet — A squadron or number of ships in company, especially ships of war.

To adopt a national flag — To choose an ensign, banner, or standard bearing emblems indicative of nationality.

Nice poem — "The Star-Spangled Banner."

One who accepted a bribe — Benedict Arnold.

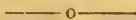
Some who achieved victories — Washington, Greene, Gates, Warren, Wayne, Allen, Stark.

Catholic countries helped — Ireland, France, Spain.

Barry showed himself a good Catholic — By a strict observance of his religious duties.

His charity shown — By bequeathing the greater part of his wealth to the Catholic Orphan Asylum of Philadelphia.

Recipients — Those who receive something, or to whom any thing is communicated.



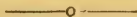
“HOW TO BE HAPPY,” p. 146.

“Contented disposition” — One that is pleased or satisfied with its lot.

“Intimate friends” — Those who communicate to one another their most secret thoughts.

“Communicate a secret” — To reveal or disclose something unknown.

Bishop replied — “My secret consists in nothing more than making a right use of my eyes.” For further explanation see text.



THE SOLDIER'S REPRIEVE, p. 147.

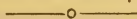
Happened to Jimmie Carr — He became sick.

He was helped — By Bennie, who carried his luggage, lent him an arm now and then to prevent him from falling, and took his place as sentry.

Happened to Bennie while on duty — He fell asleep.

Little girl's talk with the president — She found the president seated at his evening's task. She told him that she had come to ask her brother's life, and handed him Bennie's letter. Having read it carefully, the president's heart was touched, and he immediately telegraphed Bennie's pardon.

Characters mentioned in this history — A priest, Bennie Owen, Mr. Owen, Blossom Owen, Jimmie Carr, President Lincoln, a conductor.



WHO WAS THE GREATER FOOL? p. 155.

Story of fool — It is related by an ancient writer that there was once a rich lord, who, according to the custom of the age in which he lived, kept for his amusement a fool, or clown.

The lord once gave the fool a staff, telling him to keep it until he could find some one more foolish than himself. His master having fallen dangerously ill, the fool came to see him. The dying man told him that he was about to depart from the world. “And whither goest thou?” inquired the fool. “Into another world,” replied his lord. “When

intendest thou to return?" — "Never!" — "Hast thou made any provision for thy comfort in that other land?" — "None whatever!" — "None at all?" exclaimed the fool; "here is my staff! What! thou art going to depart forever without having provided for thy welfare in that world from which thou canst never return! Take my staff! for thou art plainly a much greater fool than I."

Lesson taught — That true wisdom consists in providing for eternity.

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SISTER JOSEPHINE, p. 155.

History of the battle, etc. — The French having laid siege to the city of Antwerp, a fierce battle ensued, in which hundreds of men were wounded. Many of the wounded were carried to the hospital, where they were tenderly cared for by the Sisters of Charity. Early the next morning Sister Josephine was seen leaving the city, passing the guards and hurrying to the battle field.

As she proceeded on her errand of mercy she observed an officer lying upon the ground. Approaching him, she found it to be her own dear father. She shrieked and fell upon her knees by his side. Perceiving that he still breathed, she had him carried to the hospital. He was soon restored to consciousness, and greatly improved by the tender care of his devoted daughter, whom he did not recognize. He frequently thanked the good sister who had saved his life. He told her how his only daughter had left his house without him ever being able to find her. Josephine feared to make herself known while he was ill. When he had entirely recovered and was about to leave the hospital, he took every opportunity to lavish his praise upon the good sisters, and with the deepest gratitude thanked them all, but especially Josephine, from whom he had received such marked attention.

Officer's prayer — "Would to God that my daughter, my lost, devoted daughter, was one of your number."

Sister Josephine said — "Father, Heaven has granted your prayer — I am your daughter, Hortentia."

— o —

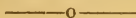
DAYS OF THE WEEK, p. 158.

The week's days are called from — Sun, Moon, Tuisco, Woden, Thor, Friga and Seater.

Kind of people — Pagans and idolaters.

Converted them — The Apostles and their successors.

Such gods must have been false — Because they possessed neither supremacy nor any other attribute of God.



ST. DOMINIC, p. 163.

Rosary established — St. Dominic not being as successful in the conversion of heretics as he had expected, had recourse to the Most Blessed Virgin for assistance. She comforted him by a vision, in which he learned that the rosary would be the best means of procuring the salvation of souls.

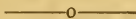
Mysteries of the Rosary — Joyful — Annunciation, Visitation, Nativity of our Lord, Presentation, and the Finding of our Lord in the Temple.

Sorrowful — Agony in the Garden, Scourging at the Pillar, Crowning with Thorns, the Carrying of the Cross, and the Crucifixion.

Glorious — Resurrection, Ascension, Descent of Holy Ghost, Assumption, and the Coronation of the Most Blessed Virgin.

Albigenses dangerous men as well as heretics — By the civil dissensions which they created.

Killed because they were heretics — No; but because they conspired to overthrow the government.



THE ICE PALACE, p. 165.

Parts of this palace — The front, which was divided by pillars into several compartments; a central division, having the appearance of an entrance; and the back, in which were two openings serving as entrances. The interior was divided into three apartments, a large ante-room and two side apartments, one fitted up as a bedroom, the other as a dining-room. The whole was surmounted by a flat roof, ornamented by an exquisite balcony.

Articles about the palace — Brilliant lights, trees and flowers, gaily painted birds, statues on low pedestals, elaborate railing, six guns, a dolphin which threw forth two fountains of fire, pyramidal buildings, life-sized elephant, two Persian guides, an enormous Russian bath. For the objects of the interior see text.

- Palace of use to the poor* — By the pecuniary assistance which they received for lending their aid in the erection of the edifice.
- Pillars were joined* — When two parts of each were completed and about to be placed upon each other, water was first poured between them, which immediately freezing, united them in a single mass.

CLEANLINESS, p. 168.

- Plants drink* — By means of the little mouths or pores with which each leaf is covered.
- We are languid* — When weak, weary, dull, or dejected.
- Pores of skin not freely open to the air* — In order that the poison existing in the air may not enter the body.
- Why dust sticks to skin* — The oil which oozes through the pores of the body causes it.
- When dust gathers* — It forms, with other impurities, an oily cement, which, being thickened by the dregs of perspiration, adheres to the skin and forms a layer of dirt.
- Use soap in washing* — In order to dissolve freely the oil, which is the chief element in the coating of dirt that envelopes the skin.
- Last five lines* — These people are frequently surprised, and know not how to account for their dejection, continual colds, and great inclination for stimulants. Instead of bottles of medicine it is thorough washing that is needed in order to invigorate their system, purify their skin, and cheer their drooping spirits.

ABOU BEN ADHEM AND THE ANGEL, p. 170.

- Wish expressed in first line* — That his tribe may increase.
- Abou Ben Adhem saw* — An angel writing in a book of gold.
- Abou Ben Adhem bold* — Because he was exceedingly peaceful.
- Angel looked* — He appeared like a lily in bloom, enriching the moonlight by his countenance all radiant with sweet accord.
- Questions and answers exchanged* — *Abou* — "What writest thou?"
Angel — "The names of those who love the Lord." *Abou* —
 "And is mine one?" *Angel* — "Nay, not so."
- Abou Ben Adhem finally asked* — To have his name written as one that loves his fellow-men.

Saw next night — The angel appeared to him again and showed him the names of those whom love of God had blessed.

His name written — At the head of the list.

SKATER PURSUED BY WOLVES, p. 174.

Practice of skating — In England, Scotland and America skating is a favorite pastime of the Winter season. In these countries it is carried to a high degree of excellence. The skaters study the most graceful curves and skilful balancing of the body. In such countries as Holland and the northern parts of Europe, skating is used merely as a means of locomotion, among the laboring classes.

A skate — It consists of a shoe or sandal, to which is attached a blade of iron or steel, that enables the wearer to glide swiftly along the surface of the ice. It is generally attached to the feet by means of straps or clasps.

Danger in skating — Danger of being injured by colliding or falling. Also probability of drowning, in case the ice breaks.

Special dangers of the traveller — He was very near being overtaken and devoured by wolves.

Stratagem — Knowing that their feet were so formed that they could run on the ice only in a straight line, he made a sudden turn whenever they came close to him. The wolves being unable to stop or turn so quickly, were thrown many yards out of their course. The skater was thus enabled to gain considerably at each turn.

THE PIN AND THE NEEDLE, p. 182.

Dispute — A rather loquacious pin one day addressed a bright-eyed needle that was reposing after its toil, in the following words: "And what good is a poor little creature like you, without any head?" The needle replied: "What good is your head without an eye?" *Pin* — "Surely your eye is useless if you have always something in it." *Needle* — "My activity and work are far greater than yours." *Pin* — "I am better than you, for you will soon die." *Needle* — "And why shall I soon die?" *Pin* — "Because you have always a *stitch* in your side." *Needle* — "What a crooked, awkward appearance you make." *Pin* — "But you are so puffed up with pride that you cannot bend without breaking your back."

Both admitted after their misfortunes — That they had been very foolish in quarrelling about nothing.

— o —

ADVENTURES OF LITTLE DAFFYDOWNDILLY, p. 183.

Persons met by Daffydowndilly — A man of grave and sedate appearance, an old farmer making hay, a carpenter, an officer of the army, a fiddler.

They looked — Their features were precisely the same as those of Mr. Toil.

Lazy boy resolved — That if there was nothing but Toil the world over, he might as well go back to the school-house.

— o —

OUR FATHER, p. 188.

Prayer in your own words — “Our Father who art in heaven,” etc.

Some domes seen — Several pupils mention one, in turn.

Our hearts fed — By the Holy Eucharist.

Six trials — Sickness, temptation, labor, loss of reputation, poverty, and death of a near relative or dear friend.



The following letters and short compositions are intended to serve as Class-Talks for second and third readings of the *Intermediate*. The notes should be given to the class, and the letter or composition read or *talked* to them as specimens.

A LITTLE CHILD'S LETTER ABOUT THE ANGEL AND TOBIAS.

1. Place, date.
2. Address.
3. Proper spacing before beginning letter.
4. The things you intend to mention, each a paragraph.
 - (a) Introduction.
 - (b) Father of Tobias, his good deeds.
 - (c) His blindness, destitution, and final determination.
 - (d) Tobias' companion, and the departure.
 - (e) Adventure with fish on the first night.
 - (f) Meeting with Raguel, his daughter Sara, and particulars of Tobias' marriage.
 - (g) Recovery of money from Gabelus, and return home.
 - (h) Restoration of sight to elder Tobias.
 - (i) Identity of Tobias' companion.
 - (j) Conclusion.
5. The complimentary closing.
6. How to space this.

BOSTON, NOVEMBER 25, 1881.

DEAR PAPA :—

I have just read the story of the Angel and Tobias, and will tell it to you.

The father of Tobias was a kind, holy man, who helped the poor, fed the hungry, clothed the ragged, and buried those who were slain by the soldiers. One day he met a man named Gabelus, who lived a long way off, and when he found that Gabelus was poor, he loaned him ten silver talents.

Not long after this the kind old man became blind, and could do no work, and he at last grew so needy that he

wished to send Tobias, his son, to ask Gabelus for the return of the money he had lent him.

A noble young man offered to go with Tobias, to guide him on the way, and after the old father had prayed to God to take care of them, they set out.

The first night a large fish tried to seize Tobias when he went to a stream to bathe; but the young man told him how to kill the fish, and afterwards told him to cut out some of the parts of the fish's body, to use for the cure of many diseases.

The next night they stayed at the house of a rich man named Raguel, who had a daughter, Sara, whom Tobias wished to marry. But a wicked devil had killed all who had tried to marry her before, and so Tobias was afraid; but the young man with him said that if he would burn a piece of the fish he had killed, the devil would not come near him. Tobias did so, and married Sara.

Meantime the young man found Gabelus, who paid him the ten talents; and after Raguel had given them many fine presents, they all returned home, where you may be sure they had a warm welcome.

Then the young man told Tobias to put a piece of the fish on his father's eyes, and when he had done so his father could see as well as ever.

They were all so pleased with the young man that they wished to make him a very nice present, but he refused, and told them who he was; and Papa, he was God's angel, Raphael, whom God, seeing what a good man Tobias' father was, had sent on earth to care for young Tobias and restore his father's sight.

I think this is a charming story, Papa, and I mean to remember it as long as I live.

Your loving daughter,

MAGGIE.

MR. JAMES W. TAYLOR,

No. 22 WASHINGTON ST.,

BALTIMORE, MD.

A GIRL'S LETTER ABOUT THE PLEASURES OF HOME LIFE.

See page 103 for instruction as to form.

Things you intend to mention in this letter.

- (a) Introduction.
- (b) More pleasant at home than at school.
- (c) Papa's instruction about birds and animals.
- (d) Birds around house. How one bird obtains its nest.
- (e) Visit to the mill.
- (f) Learning to sew.
- (g) Wish for a visit from friend, and a hope for such a visit in vacation.
- (h) Message of love to teachers and playmates.
- (i) Close.

PLEASANTVILLE, N. Y., SEPTEMBER 16, 1881.

DEAR FRIEND CLARA : —

I was glad to get your letter of Monday last, asking about my life at home.

I thought it pleasant at school, but since I have been at home, with dear papa and mamma and little brother George, I have been so happy that I have almost wished there were no school at all.

Papa is so careful about my health that he lets me study very little, but I read to him often from some nice books about birds and animals, and he tells me more about them than I can learn in the books.

There are a good many birds and plenty of nests in the trees around our house, and papa showed me one bird that never builds its own nest, but steals one from another bird to live in. Isn't that wicked?

Sometimes George and I go with papa to the mill, where a great wheel goes round and round, and the water rushes all foamy and white, and we can see ever so many colors in the drops when the sun shines.

Mamma is teaching me to sew, and I can make aprons for me and clothes for dolly quite nicely. Wouldn't you be

surprised if next year I could make a whole gown for myself?

I wish you and Mamie could be here to see the beautiful trees, and the river, and the mill, and everything that is so clean and pretty. Perhaps you can come next Spring, when you have a vacation, and I am sure you will say I have a pleasant home.

Love to all my teachers and playmates, and a large share for yourself.

From your schoolmate,

EDITH.

MISS CLARA MERCER,
ST. AGNES' SCHOOL,
RIVERFORD, N. Y.

—o—

A BOY'S LETTER ABOUT THE VESTALS AND THEIR CUSTOMS.

See page 103 for instruction as to form.

The things you intend to mention in this letter.

- (a) Introduction.
- (b) Number of Vestals. Their duty.
- (c) Results of fire going out.
- (d) Selection of those who were to become Vestals.
- (e) Their thirty years of service, how passed.
- (f) Folly of having Vestals.
- (g) Conclusion.

ROME, ITALY, OCTOBER 6, 1881.

DEAR MAMMA: —

I am glad to learn that you and brother Frank have arrived safely at home. Papa and I visited to-day the church of San Teodoro Rotondo, which is on the spot where the Temple of Vesta once stood, in which the fire was always kept burning by the Vestal virgins.

There were six of these Vestals, and they had to take care that the Vestal fire, burning in the temple, was never extinguished.

If this should happen the Romans thought that great

misfortunes would come upon them; and they always punished the Vestal that let it go out by killing her. Then the fire had to be rekindled by glasses with the rays of the sun.

Those who were to become Vestals were selected when they were young girls, from six to ten years old, and had to be without any deformity.

They were Vestals for thirty years, and could not marry during that time. During the first ten years they learned the duties of their order; during the second ten they performed these duties, and during the last ten they taught other young girls who were learning their duties as Vestals.

We know now that such things were very foolish; but the people in those days were ignorant, and knew no better.

We are going to St. Peter's to-morrow, and papa says I must write you a letter of what we see each day.

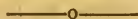
Your loving son,

JOSEPH.

MRS. R. W. CHANNING,

CINCINNATI, OHIO,

U. S. A.



A BOY'S LETTER ABOUT PRESIDENTS WHO WERE POOR BOYS.

See page 103 for instruction as to form.

The things you intend to mention in this letter.

(a) Introduction.

(b) Andrew Jackson, struggles and career.

(c) Millard Fillmore, something of his life.

(d) Abraham Lincoln, career and assassination.

(e) James A. Garfield, his self-education, career and death.

(f) Conclusion.

WASHINGTON, D. C., NOVEMBER 30, 1881.

DEAR TEACHER: —

Since I have been in this city I have learned a good deal about the presidents of our country, and some of them, I find, were very poor when they were boys.

Among those who were poorest was Andrew Jackson, the seventh president. His father, an Irish emigrant, had not enough means to send Andrew to school, so he had to learn to read, write and cast accounts from his mother, who had but little education herself. But when Andrew became a man he studied hard, and became a smart lawyer and an able general, and finally president of the United States. He was twice elected president, and made himself a great name by his wise conduct.

Millard Fillmore, the thirteenth president, was a son of poor parents, but he learned a good deal while working at his trade, and he afterwards studied law while teaching school. He was elected to Congress in 1832, and vice-president in 1848, and on the death of the president, Zachary Taylor, he was made president.

Abraham Lincoln's boyhood was passed in hardship and toil. His father was poor, and could not educate his son, but his mother was a noble woman, and while teaching Abraham to read she instructed him in the Bible, and the moral lessons he learned from her were never forgotten. After holding many civil and military offices he became the leader of the party that wished to free the country from slavery, and just before the war of the rebellion broke out he was elected president. By his wisdom and energy the slaves were made free, but soon after this was done he was shot by an assassin. He was the greatest president since Washington.

I know of few boys poorer than James A. Garfield was. In his boyhood he was a canal-driver; but every moment when he was not at work driving his horses he was studying his books. In this way, working and studying together, he learned all he could by himself, and then passed four years at college. He held many important positions, was governor of the State of Ohio, and was elected president in 1880; but almost before he had a chance to distinguish himself in this position, he, too, was cowardly assassinated.

Poor boys can always have as much success in life as rich

Benjamin soon learned this trade, and studied hard when he had any spare time, and he sometimes wrote pieces which were printed in the brother's newspaper, James not knowing who wrote them.

When his brother found out who wrote the pieces he was very angry, and drove Benjamin away. So the poor boy had to struggle as best he could from Boston to Philadelphia, walking part of the way, and often going for a whole day without any thing to eat.

After he had worked in Philadelphia a long time a rich man agreed to pay for the material to start him in the printing business for himself ; but after Benjamin had gone to England to buy type and presses for his office, the rich man refused to send him any money to pay for them, and Benjamin had to work at his trade in London a long time before he could earn the money.

He at last succeeded, though, and his troubles seemed to have left him, for he became one of the greatest and most trusted men in the United States before he died.

I think I would be willing to go through all his struggles and disappointments if in the end I could become as great as he.

Your loving nephew,

HENRY JACKSON.

MR. PETER BUTLER,

No. 88 INDIANA AVE.,

CHICAGO, ILL.

—o—

A BOY'S LETTER ABOUT A DAY IN THE COUNTRY.

See page 103 for instruction as to form.

The things you intend to mention in this letter.

(a) Introduction.

(b) Grandpa's residence described.

(c) Visit to the horses and cows, trip to the woods, and fish seen in the brook

- (d) Where the hens laid their eggs. Butter making.
- (e) Bringing the sheep from the pasture.
- (f) Milking the cows.
- (g) Conclusion.

ALBANY, N. Y., OCTOBER 27, 1881.

DEAR COUSIN: —

I spent a delightful day last Saturday in the country, out where grandpa lives.

He and grandma live in a large stone house, and have a great barn, with horses, and cattle, and sheep, and chickens, and doves, and nice fresh milk to drink every day. There is a brook running through the farm, and a pond back of the garden, and woods full of nut-trees only a little way from the house.

After grandpa showed me the horses and cows we went to the woods and got some nuts, and on the way back peeped into the brook, and saw lots of little fishes called chubs.

After dinner grandma showed me where the hens laid their eggs in the hay, and then took me where the girl, Mary, was making butter, in a churn, by beating the milk with a long-handled piece of wood called a dasher.

By and by I went with grandpa, and Shep, the dog, to get the sheep from the pasture. Shep drove them all the way home, and would not let them go the wrong way.

After tea the cows came to the barn to be milked, and made a great bellowing till grandpa let them in. Then he gave them some hay, and while they were feeding they stood still for him to milk them.

Next Summer I am going to grandpa's to stay two weeks, and he is going to teach me to ride on horseback and to milk the cows. I wish you would go there, too.

Your cousin,

JOSEPH WHITE.

MASTER GEORGE H. WILKINSON,

No. 401 BOND ST.,

NEW YORK CITY.

A BOY'S LETTER DESCRIBING A BASE BALL GAME.

See page 103 for instruction as to form.

The things you intend to mention in this letter.

- (a) Introduction.
- (b) Beginning of game. Actives put out without making a run.
- (c) Young Americas at the bat. Seven runs made.
- (d) Y. A. catcher disabled by a hit in the eye.
- (e) After changing catchers, Actives make nine runs in three innings.
- (f) Actives retired without scoring in fifth and sixth innings, but make three in their seventh and eighth.
- (g) Incidents of Actives' ninth inning. No score.
- (h) Young Americas' last chance, anxiety, and final victory. Score, eighteen to twelve.
- (i) Prospects for a return game, and conclusion.

ST. LOUIS, MO., SEPTEMBER 27, 1881.

DEAR JIMMY:—

I suppose you heard what the Actives said about our club the week before last. Well, here's how we took revenge. We re-organized, and I was elected captain. On Saturday last we beat them by a score of eighteen to twelve. The Actives were the champions of Walnut street until our club (the Young Americas) beat them, and they feel very badly now because they boasted so much.

I was captain of our nine, and won the toss, so we had our first outs. I played short-stop, and caught out Tommy Brown on a fly. Then two more of their side went out on strikes, and we gave them a blinder for their first inning.

In our first inning George Stevens knocked a foul to their third baseman, who caught him out. Then I hit a liner over the second baseman's head, and the centre fielder couldn't stop it, so I made three bases. Then Billy Miller hit a hot one to their short-stop, who muffed it, and I came home and Billy got his second base. After this they got so rattled that we made seven runs.

In their second inning Fred Parker, our catcher, got hit in the eye with a foul tip, so we had to put him in right field, and send in Charley Gibbs to catch.

Charley made so many errors that they thought they had us, and in their second, third and fourth innings they made nine runs.

In their fifth and sixth we gave them two blinders, but in their seventh they rallied, and by good batting and some errors on our side, they made two runs, and one in their eighth, while we had, up to this time, only eleven runs to our credit.

In their ninth inning their first and second basemen went out by flies to our left fielder, and then their best batsman, big Sam Collins, hit furiously and with all his might towards me. I had just time to see it coming like a streak of lightning in the air, and heard their captain yell, "Go it for three bases, Sam!" when the thing hit me a whacker in the stomach, and knocked all the breath out of me. I was so dizzy when I got on my feet that I could hardly see, but my hand felt the ball, and I threw it as hard as I could to first base, where Winky Fuller caught it and put Sam out. Didn't the boys hurrah!

It was our last chance at the bat, and Winky Fuller and George Stevens both went out. Then it was my turn, and if I went out I knew we were beaten. I had two strikes, and began to tremble, when I got a swift one, and — bang! I sent it straight to second base. But he muffed it and I got to first. Then Billy Miller got a good ball, and hit it over all the fielders' heads, and way over the fence. We both came home, and were cheered again. Their pitcher didn't seem to care after that how many we made, and he gave such easy ones that we hit him for five more runs before we were put out.

They have challenged us for a return game next Saturday, and I tell you, Jimmy, if we can chip in coppers enough to buy fresh beefsteak to keep on Fred Parker's eye this week, we

will beat them worse than before, or I am a sadly mistaken short-stop.

Yours till next week,

BOB JONES,

CAPTAIN Y. A. B. B. C.

MASTER JAMES GRANT,

NO. 72 RACE ST.

PHILADELPHIA, PA.

—o—

A LITTLE GIRL'S LETTER ABOUT PRETTY THINGS TO BE SEEN IN THE MORNING.

See page 103 for instruction as to form.

The things you intend to mention in this letter.

- (a) Introduction.
- (b) Picture of Jesus and Blessed Virgin.
- (c) Sunshine.
- (d) Birds singing.
- (e) Dew on the grass.
- (f) Fog on the river.
- (g) Morning star.
- (h) Squirrels, birds, etc., at their breakfast.
- (i) Conclusion.

ROSEDALE, PA., OCTOBER 10, 1881.

DEAR TEACHER:—

You ask me to tell you what pretty things I see in the early morning. Well, that will not be difficult, for I see so many that it is no trouble to tell about some of them.

The first thing I see when I awake is the picture of Jesus and the Blessed Virgin, and that reminds me to thank the good God for keeping me safe from harm.

Then I let the warm sunshine in through the window, and think how thankful we should be for the sun's bright rays.

Then the birds are singing gayly in the elm by my bedroom, and far sweeter, it seems to me, than at any other time of the day.

The dew on the grass is one of the prettiest things I see in the morning, and the sun makes the drops shine with many colors. I am always sorry when it has gone away.

The fog on the river few would call pretty, but it is so to me, for when it rises it has such odd shapes and figures that I think I can see houses, and mountains, people and many other things in it.

In the early morning I sometimes see a star shining all alone in the sky, and it does not go away until the sun shines very brightly. This, mamma tells me, is the morning star.

The early morning is the time that the squirrels and a good many birds and animals eat their breakfast. Then they do not eat again until almost dark at night. The squirrels in our grove seem to pass the whole day in playing.

I love the early morning, before many people are out of bed, for then everything is still except the birds and squirrels, and I can go out and hear them talk and chatter to each other.

Your little pupil,

ANNIE CARROLL.

MISS HELEN RADWAY,

PITTSBURG, PA.

— o —

A LITTLE BOY'S LETTER ABOUT THE HEN THAT LAID THE
GOLDEN EGGS.

See page 103 for instruction as to form.

The things you intend to mention in this letter.

(a) Introduction.

(b) Hen that laid golden eggs given a poor man by a fairy.

(c) Poor man enabled to buy many comforts by means of golden eggs.

(d) Becoming greedy, he determines to kill the hen, and take all the eggs.

(e) Kills the hen, finds no gold, and is told by the fairy that he must always remain poor.

(f) Conclusion.

DETROIT, MICH., NOVEMBER 28, 1881.

DEAR GRANDMAMMA: —

I think the story I liked best in the book you gave me for my birthday was the one about the hen that laid the golden eggs. Perhaps you have never heard it, so I will tell it for you.

There was once a poor man, who kept wishing for wealth. One day he met a fairy, who heard him complaining because he was poor, so she gave him a hen that would lay golden eggs.

The man took the hen home, and when he found that every day it laid a golden egg, he was very happy, for now he was no longer poor, and could buy plenty to eat, and all the wood he needed to keep himself warm in the Winter.

But he finally became greedy, and was not satisfied with one golden egg a day. He scolded the poor hen, but it would lay no more than one; so he determined to kill it, and then open it and take out all the eggs at once.

When he had killed the hen he looked for the expected gold, but it was not there; and the fairy happening along just then, told him that he had shown himself so greedy that ever after he should live in poverty.

Papa says it is very wrong to be greedy or selfish, and I think so too.

From your loving grandson,

HARRY.

MRS. SOPHIA CLAY,

BANGOR, ME.

—o—

A GIRL'S LETTER ABOUT TWO LITTLE STORIES ABOUT RATS.

See page 103 for instruction as to form.

The things you intend to mention in this letter.

(a) Introduction.

- (b) The country rat visits his city cousin.
- (c) He envies the city rat's fine dwelling and dainty food.
- (d) Bruno, the dog, catches the city rat.
- (e) The country rat congratulates himself on his own safe stable at home, although his fare may be coarser.
- (f) The rat who wished to taste some syrup, but could not because his head was too large to be inserted in the syrup bottle.
- (g) He begs a strange rat to devise some way of getting at the syrup.
- (h) The strange rat inserts his tail in the bottle, and licks off the adhering syrup, and continues until he finishes the contents of the bottle.
- (i) His advice to the first rat.
- (j) Conclusion.

CHARLESTON, S. C., NOVEMBER 15, 1881.

DEAR FRIEND PHILIP : —

I read two such pleasant stories about rats to-day that I thought you would like to hear them.

The first was about a country rat who went to visit his cousin, a rat in the city. The city rat lived in a very fine hole, lined with pretty pieces of cloth, and had cheese, and cake, and other nice things to eat.

The country rat had always lived in a poor stable, and had thought himself happy to have an ear of corn or a few kernels of wheat to nibble ; but when he saw how well his city cousin fared, he became envious, and wished he, too, lived in such splendid style.

During the country rat's visit to the city rat the dog, Bruno, came running about, and caught the poor city rat and killed him just as he was going into his hole.

Then the country rat thought that he had best be content with his poor stable at home, for there, at least, his life was safe, even if he had not such good things to eat.

The second story was about a rat who wanted very much

to taste some sweet syrup that was in a bottle, but the neck of the bottle was so narrow he could not get his head in it.

While he was sitting beside it, grieving because he could not taste the delicious syrup, a strange rat came along, and the first rat begged him to devise some way by which he could reach the contents of the bottle.

"Willingly," said the strange rat. So he put his long tail down through the neck of the bottle, and licked off the syrup that stuck to the tail when it was withdrawn. And this he kept up until there was no syrup left for the first rat.

"Now," said the strange rat, "you see the benefit of having wisdom and a long tail. Cultivate carefully both of these qualities, and beware of confiding in rats who have them better developed than yourself."

I think these are charming little stories, but I fear they are not true.

Your friend,

DORA FREEMAN.

MASTER PHILIP CANTWELL,

LEXINGTON, KY.

— o —

A SENSIBLE MOUSE TALK.

The following old time lines may be used to advantage. They are so simple that no "Hints" are required as to how they should be employed.

In a crack, near the cupboard, with dainties provided,
A certain young mouse with her mother resided;
So securely they lived, in that snug, quiet spot,
Any mouse in the land might have envied their lot.

But one day the young mouse, which was given to
roam,

Having made an excursion some way from her home,
On a sudden returned, with such joy in her eyes,
That her gray, sedate parent expressed some surprise.

“O mother,” said she, “the good folks of this house
I’m convinced, have not any ill-will to a mouse ;
And those tales can’t be true you always are telling,
For they’ve been at such pains to construct us a
dwelling.

“The floor is of wood, and the walls are of wires,
Exactly the size that one’s comfort requires ;
And I’m sure that we there shall have nothing to fear,
If ten cats, with kittens, at once should appear.

“And then they have made such nice holes in the wall,
One could slip in and out with no trouble at all ;
But forcing one through such rough crannies as these,
Always gives one’s poor ribs a most terrible squeeze.

“But the best of all is, they’ve provided, as well,
A large piece of cheese, of most exquisite smell ;
’Twas so nice, I had put in my head to go through,
When I thought it my duty to come and fetch you.”

“Ah, child,” said the mother, “believe, I entreat,
Both the cage and the cheese are a terrible cheat ;
Do not think all that trouble they took for our good, —
They would catch us, and kill us all there, if they could.

“Thus they’ve caught and killed scores, and I never
could learn
That a mouse who once entered did ever return.”
Let young people mind what the old people say,
And, when danger is near them, keep out of the way.

A LITTLE BOY'S LETTER ABOUT HOW BOYS STOLEN FROM ITALY ARE TREATED.

NEW YORK, OCTOBER 17, 1881.

EDITOR OF THE HERALD: —

I am only a little boy, but I wish to have everybody know, through your paper, how some little Italian boys are treated in this city.

Luigi Gonsalvi is a little Italian boy only eight years old — not as old as I — who was stolen from his home in Italy a few years ago by a man whom he calls a *padrone*, who brought him to this city.

When they got here the *padrone* taught Luigi to play a few tunes on a violin. When Luigi did not learn as fast as the man wished, he used to beat the poor boy until he would be lame and sore.

After Luigi had learned three or four tunes on the violin the *padrone* made him go out in the streets to play for pennies. Sometimes people would kick him away, and policemen often hit him with their clubs; and when he came back to the *padrone* at night with the other boys that lived there, he would be beaten till he fainted, sometimes, if he had not got as much money as the *padrone* though he should have.

One day Luigi got lost, and it became night, and he was very hungry. He did not dare spend any of the money he had, so he took some grapes that he saw in front of my papa's store. The clerk caught him and had him taken to the police station.

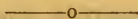
When my papa heard his story the next day in the court, he had him sent to a nice place where lots of poor boys are educated, and when he learns enough papa will give him a place in his store.

Luigi says that a great many boys are owned by the *padrone*, and treated just as he was, and I want everybody to read this

in THE HERALD, so they will help these boys to get away from such a cruel man.

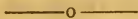
JAMES LYNCH.

THE EDITOR OF THE DAILY HERALD,
NEW YORK CITY.



ALL ABOUT THE ANGELS — WHERE THEY ARE FOUND.

- (a) Position of angels.
 - (b) Duties of Guardian Angels.
 - (c) Three places where angels performed pleasant duties for men.
 - (d) Four where they carried out God's vengeance.
 - (e) Three where they appeared like men.
 - (f) Three where they served our Lord.
-
- (a) Second position, — less than God; higher than man.
 - (b) To watch and guard us, lest from duty's path we stray.
 - (c) Led Tobias in a strange land; defended Israelites against Egyptians; showed Agar where to get water.
 - (d) Drove Adam and Eve out of Paradise; scourged Heliodorus; killed 185,000 of Sennacherib's troops; called down fire and brimstone upon Sodom and Gomorrah.
 - (e) The angels who stopped at Abraham's on their way to Sodom; angel that saluted Most Blessed Virgin Mary; angels at tomb of our Lord.
 - (f) Angels after our Lord's forty days' fast; in the Garden of Olives; at the Ascension.



MY SCHOOL READING.

"FRANK, you will be sorry when you grow older, if you don't learn to read."

"Why, mother, how did people get along hundreds of years ago?" asked lazy Frank.

"They got along without books. They could not read their prayers at Mass. They were not able to read the letters that were sent them by better instructed relatives."

"Oh, mother, that's so, and if Elia sent me a letter from the convent I would not be able to read it. To-morrow I shall begin."

"Never put off till to-morrow what you can do to-day," said the mother.

"That's what I have read at school to-day," replied Martha. "Shall I tell Frank the story?"

"Certainly, child," replied the mother.

"Well, the story is about 'THE LAWYER'S ADVICE.'" [Intermediate Reader, page 88. Relate same in your own words.]

"What will you give me, mother, if I learn to read by Christmas next?"

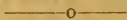
"Let me see, 'tis now September. Well, a nice copy of Robinson Crusoe, full of pictures."

"And a new sleigh that will beat Tom Brown's, mother?"

"Yes, a new sleigh, too. You must learn how to guide your sleigh as well as Tommy Brown; and then you may beat him sleighing."

"Well, well," replied Frank. "And must you *learn* to run a sleigh also?"

"Yes, even play requires some study. There is no pleasure without some pain."



THE EMPEROR AUGUSTUS CÆSAR.

ONE of the most noted rulers of Rome was Augustus Octavianus Cæsar, and the period of his reign is the most famous period in the world's history.

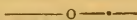
The uncle of this emperor, the conqueror Julius Cæsar, had no sons of his own, and before dying, he had expressed the wish that his nephew, Octavianus, should succeed to his own titles and possessions.

Octavianus was at that time quite young, but he showed himself more than a match for elder people in political cunning, and before many years he became ruler of all Rome. After he had accomplished this he determined to engage in no wars of any kind, and accordingly declared peace all over the world.

It was at this auspicious time, the first period of peace in years, that the principal event of his reign (and indeed, the chief event of all history) occurred. This was the birth of our Lord Jesus Christ, which took place in a little city many miles from Rome, but which shed its light over both Rome and countries ten times more remote in a very short period of time.

Fourteen years after this happened, Octavianus, who had received the title of Augustus, or "the great," from his people, became very ill, and died.

During his reign there was less cruelty and tyranny exhibited than during the reigns of most rulers of those times; and although he did a great many things that we know were very wicked, we should always remember him and his reign because of its great occurrence, the birth of Our Saviour.



A BOOT BLACK STORY.

TEDDY Murphy was a boot black. His father and mother had died ever so many years ago, when Teddy was very small, and the only one he ever had to care for him was old Mother Mullen, who kept a fruit stand on one of New York's busiest streets. Mother Mullen had an honest heart, if her face was ugly and frowning, and she took Teddy with her every Sunday to the great church where good Father Dwyer was pastor, and she told Teddy never to steal, nor tell wrong stories, and he would some time become a great man.

At last old Mother Mullen was taken sick, and could no longer tend the little fruit-stand, and one morning in November, when the first snow came, she died. Then a

great, gruff man took all the things left in old Mother Mullen's little room, and sternly bade Teddy to "get along out o' that, now, for ye're plenty old enough to take care o' yerself, and I can't find grub and clothes for Dan Murphy's pauper brat."

Poor Teddy went crying out into the streets, and wandered, cold and hungry, for several hours. Then night came, and he had no place to sleep. Finally he wandered down by the river, where hundreds of bales of cotton had been unloaded from a vessel, and sitting down beside the gutter, he cried as if his heart would break. Soon a boy older than he spied him, and touched him on the shoulder.

"What's up, sonny?" said the strange boy.

"M-mother M-mullen is dead," sobbed Teddy, "and I'm cold, and hungry."

"No folks?" asked the stranger.

"N-no," said Teddy.

"Well, you come with me," said the strange boy; and Teddy followed his new friend in and out among the cotton bales, until they found a warm, cosy nook between two piles of cotton. Here the strange boy, whom we shall call Joe, produced two big sandwiches from his pocket, one of which he gave to Teddy, and munched the other himself. Then he heard Teddy's story, and said in return that he was a boot black, and that if Teddy had no friends to go to he would get him a box, blacking and brushes in the morning, and then teach him to black boots. You may be sure that Teddy was glad to be able to earn a little money, and he eagerly accepted. And that was how Teddy Murphy came to be a boot black.

One day Teddy was in a broker's office in Wall street, blacking a gentleman's shoes. After the gentleman had gone out, Teddy saw a roll of bills under the chair on which he had been sitting. He seized the roll at once, and ran down the street in the direction the gentleman had gone. After a long chase Teddy finally caught up with him, and gave

the money into his hands. As Teddy was going away the gentleman hailed him :

"Young man, why didn't you keep this for yourself?"

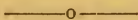
"That would be stealing," answered Teddy.

"But nobody saw you take it," said the gentleman.

"I know; but Father Dwyer says it is wrong to steal, and Mother Mullen said if I did not lie or steal I would some time be a great man."

"And so you will," said the gentleman. "Come to my office with me;" and when they had reached the office, "Brown," said he to a clerk, "take this boy and buy him a suit of clothes, and give him the place of Savage, the boy I discharged this morning for dishonesty."

Wasn't Teddy astonished! He took the place, was faithful in his work, and always remembered what Father Dwyer and old Mother Mullen had said, and he is now one of the most trusted and one of the wealthiest business men of New York; and he is always ready to help poor boys that have learned not to lie nor steal, and that are not ashamed to go to church every Sunday.



HOW WORK SWEETENS PLAY.

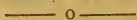
"ALL work and no play" may "make Jack a dull boy," but it is equally true that all play that hasn't the accompaniment of work will not only make Jack a "dull" boy, but a regular dunce, if continued. Fortunately, nearly all games have something of work about them. A base ball game is work, both for the brain and body; foot ball is work; so are all out-door games. Of in-door games chess and checkers necessitate hard work to play them well, and give much more pleasure to the winner than backgammon, or other games of mere chance.

If boys or girls wish to find just how pleasant some kinds of work are, let them throw aside for a time their regular play, and try the kind of *work-play* that we propose for them.

If a boy, let him go to the store-keepers in his neighborhood, and ask for some of the empty cigar boxes the store-keepers cannot use. Then soak the paper off these, take them carefully apart, and with a pocket knife fashion the pieces of wood into wall-brackets for mamma's clock, or sister's vases. It will not be found difficult. Perhaps papa or sister will cut some pretty patterns for them out of paper. Then place the patterns on the wood, mark the shape with a pencil, and then cut the wood down to the marks with your knife. Use the top and bottom pieces of the boxes for the back pieces of the brackets, and the sides of the boxes for shelves, etc. When the shelves are glued to the back pieces the whole may be varnished with shellac varnish, which will give a nice appearance to the bracket. Besides making brackets, wall-pockets, hanging baskets and a great many other things are easily made after some practice.

Girls can make plenty of pretty things. Dolly's clothes, paper dolls, and furniture for dolls' houses, nearly all little girls make. Then it is not hard to learn to knit napkin holders, with figures in different colored worsteds, and even tidies for chairs and sofas, though these latter require plenty of patience. In the Autumn pretty leaves may be gathered, and sewn together to form wreaths, crosses, anchors, etc., which, after varnishing with shellac varnish, make very pretty ornaments for the house during Winter.

In such work-play as is described above young folks will derive much pleasure, and the real evidences of their work will be constantly in sight to prove that they have accomplished something well worth the doing.



THE ROUGH SIDE OF FARM LIFE.

EVERY story must have two sides. Both must be heard to understand matters.

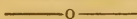
Much is said about the pleasures of country and farm life, yet we rarely hear of the opposite view of the case.

Now, while it is true to say that farm life is more healthy than living in the city, it is also true to say that there are many disadvantages to be found in living at a distance from a large city.

You have few, if any, amusements in the country on long evenings. Libraries are almost unknown, and intercourse between neighbors is difficult.

What is more pleasant for the good Catholic than to assist at the solemn services of the Church on her great festivals? The farmer is deprived of this. Perhaps he has Mass but once or twice a month, and even this at a great distance from home. Schools are few and far between, and a good common school education difficult to secure. In case of sudden and dangerous illness help is as difficult to procure as it is costly. In case of fatal illness, the priest can with difficulty be procured, and then one of the greatest consolations is often lost.

There are many other objections to country life, but these will be sufficient to show that there is a rough side to farm life as well as a bright one.



BASE BALL.

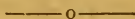
THIS is a purely American game, and seems to have been adopted in no other countries except the United States and Canada. It is not yet half a century since some boys in New York City first played with a round bat a sort of game like what youngsters call "two old cat." Then a soft ball was used, and a boy was "out" if he was hit by the ball while running to his base. Gradually the game was improved, as older heads became interested in it, three bases were substituted for one, and it at length became the complete and really scientific game that we now see played; and much as Englishmen may deride it, we think it is to be preferred to their monotonous cricket, which takes so long to play, and has so much of the hum-drum about it.

The ball used in the base ball game has gone through many

changes. Originally a soft ball, that wouldn't hurt the player who was "pegged out" by it, it has come now to be as hard, almost, as a rock. For a long time its interior was composed principally of rubber, which made it lively and bounceable; and the scores made in matches in those days ran away up in the twenties and thirties; but since "professional" ball playing has come so much in vogue large scores have been found to be a nuisance, and the "dead" ball, with little or no rubber, has been the one universally used.

The bat has had no material changes in its form since the introduction of the game. It has always been a round, smooth stick, tapering gradually from the small handle to the tip, where it is from two to three inches in diameter. It is made to knock the ball a good distance, while the broad, flat cricket bat is made chiefly to keep the ball away from the wicket or bales.

Base ball is a healthful exercise, and an innocent recreation, and although hard knocks and bruised flesh sometimes result from it, boys are not more likely to get serious injuries from it than from other out-door sports.



WHERE THE LIGHT COMES FROM.

"PHILIP," said Henry to his elder brother, "what makes the light?"

"The sun," said Philip, "makes the light for our earth, and for all the planets, comets and worlds of the firmament."

"Is there a big fire on the sun, that causes the light?"

"That, I believe, is not positively known, some believing that the sun's heat and light are caused by friction, and others thinking that they are caused by some kind of electric discharge."

"The sun's light must be very strong to shine so brightly here, when our gas lamps only give light for a few feet."

"That is so, Henry. Do you know how far away the sun is?"

"Ninety-five millions of miles, isn't it?"

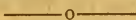
"Yes ; and the light leaving the sun only requires eight minutes and eighteen seconds to reach the earth."

"That is faster than a cannon ball goes, is it not, Philip?"

"Oh yes ; much faster. If a cannon ball weighing twenty-four pounds were fired from a cannon with eight pounds of powder, and could keep up the same speed it had on leaving the cannon throughout its course, it would take it ten years to reach the sun."

"What would happen to us if the sun ceased to give out light?"

"All the leaves on the trees would lose their color, the plants and grass and flowers would all die, we would have no natural heat, and very soon men and animals would die, too, and the earth be nothing but a barren desert. But the sun has shone for so many hundred years now that I do not think it likely that it will refuse to shine for a good many hundred years more."



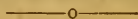
A BIRD'S FEATHERS.

THE part of a bird's feather attached to its skin is called the *quill* ; the part next the quill, on which the soft, downy substances are borne is called the *shaft* ; and the downy substances themselves are called the *vanes* of the feather. These vanes, which are so thick, overlap each other, and fit so well that they make a better and warmer coat than any we can buy at the tailor's. They are waterproof, too, and are constantly kept oiled by a little oil-vessel which is in the quill.

When a bird first comes out of the shell it has no feathers, but soft down instead, and after it grows older this down is shed, and in its place come the feathers. The largest and strongest feathers are those of the wings, where they are needed to support the bird in its flight. Those of the tail are strong, too, and next are those of the back. On the

breast are very soft, light feathers, but in some birds, as those called *natatores*, or swimmers, these are very thick and close, to exclude the water.

Feathers make the most appropriate coat for birds of any that could be devised. They are light, so as not to weigh down the bird in flying; thick, so that the bird does not suffer from the cold; and inclined backward, with overlapping down upon the shaft, so that rain and the water in which they swim will easily run off without penetrating to their skin. This shows the great wisdom of the Creator, who made everything with regard to its future needs and duties.



STABLE TENANTS.

It is always interesting to observe the oddities of animal life existing outside of our own particular sphere, and as the tenants of our stables afford a study of considerable interest that is not difficult to note, we will take them for an example.

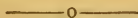
The first of the stable tenants that are likely to attract our notice are the barn-swallows. These little birds build their nests of mud in the corners formed by the rafters and the roof, where they are cemented so strongly as to defy any moderate attempts to dislodge them. Sometimes there are a score of these nests in a large stable, and then the jabbering, all together, of their quarrelsome and gossiping occupants is almost enough to deafen one. The swallow does a great deal of good for the farmer, for he destroys quantities of bugs and other insects that are injurious to the crops.

Rats and mice are found in all parts of the stable, wherever there is a hole that can be made into a dwelling place for them. They prefer, however, to be near that part where the grain and feed is kept, and there they will be found in largest numbers. The rats often take a fancy to hen's eggs, and break the shells to suck out the inside, but the mice are content to feed on corn, wheat, and oats, and are

always found to be fatter than their cousins who live in the house. Perhaps the continual worrying and fear of the latter, in their efforts to avoid the cat and the various traps set for their capture, prevents their getting fat.

Wasps and hornets often build their nests in stables, and wicked boys sometimes destroy their dwellings. Then we cannot blame the poor insects for stinging the destroyers, for it serves them just right. Wasps and hornets do no harm to any one, and they will never sting unless first attacked.

These are some of the *uninvited* tenants that come to live in the stable, but as there is plenty of room for them after the horses, cattle and poultry are provided for, and as the latter have a plenty to eat and more, we should not disturb these uninvited guests, but let them live in peace in the habitation they have selected.



A NIGHT AT FATHER DRUMGOOLE'S "HOME FOR NEWSBOYS."

WE climbed the well lighted stairway leading to the "Home for Newsboys," up two flights, and found ourselves in the clean dining-room, where some seventy or eighty boys were sitting at supper. The waiters, in their neat white jackets, were also newsboys, and would put to the blush many of the professional waiters of our Summer hotels, as they quietly hastened here and there, carefully removing a dish here, or placing one there, and seeing that all were well served, and served alike. There was no noise, quarreling or confusion, but all seemed to be on their best behavior, and acted like — well, like gentlemen.

The dormitory and reading room are on the third floor, and these we next visited. The latter is a well warmed and well lighted apartment, and had plenty of reading matter, carefully selected from the loads that are contributed. We noticed an absence of sensational, blood-and-thunder story papers, and, on the other hand, of dull, heavy, uninteresting reading; but

Father Drumgoole seems to have struck a happy medium, for his selections combine instruction and amusement in such a manner that they are made very interesting to the boys under his charge.

The dormitory is a large, well ventilated apartment, with bath-room adjoining, and has a neat appearance which speaks volumes for the methods of cleanliness employed at the institution. The boys make their own beds every morning, and the assistant who inspects this duty has few complaints to make.

To lend attractiveness to the "Home" at night a theatre has been organized, those boys who may have some talent in that direction being drilled to take certain parts on the stage, and the remainder attending as audience. And a critical audience it is, too, as the applause and hisses we heard from the theatre room convinced us.

The "Home for Newsboys" is an institution that deserves high praise for its efforts to provide a home for the street boys of New York City, and for its successful attempts to lead them into a useful life. And Father Drumgoole and his well chosen assistants can point with justifiable pride to the living evidences of their faithful and arduous labor in this direction.

[This is an imaginary visit to the Home, and is not correct in detail.]

HINTS.

ELEMENTARY READER.

VIRGIN MOTHER, p. 1.

Our best joy in life — To think of the Most Blessed Virgin.

Thinking about the Most Blessed Virgin — Remembering what she has done and what she is.

Guard and keep our souls — By helping us to resist evil and by obtaining grace for us.

Mary's son — Jesus.

Sunbeams chase the night — By dispelling darkness.

In our mind, when we wake — God.

When we awake — Offer our actions of the coming day to God and to Mary.

Often say to Mary during the day —

“Virgin Mother, meek and mild,

Guard, oh guard thy own dear child.”

Mary's dear child — Each of God's little ones.

Each one of us — Yes, even the most sinful.

Live on high — With Jesus and Mary.

“*On high*” — In heaven.

Jesus and Mary now — In heaven.

Jesus elsewhere — Yes, in the Blessed Eucharist.

Visit Jesus — Entering the church and saying a short, loving prayer to him in the Holy Eucharist.

Miracle Jesus performed to please Mary — Changing water into wine at the wedding in Cana.

Night before his death — Changed bread and wine into his body and blood.

SHELLS, p. 3.

Fred and Jane — Were brother and sister.

Went to the sea-shore — To gather shells.

They gathered — Very many shells.

They gathered as much — As would fill a small basket.

Fred carried a shell in his hand — Because it was very large.

Waiting for the children — Their mother.

Said about some large shells — That they were sometimes used as a baby's bath.

Picture described — Pupil's own ideas of it.

— o —

THE CUTE DOG, p. 4.

Man stopped — In front of a store.

On seat of wagon — His dog.

The horse — Having been frightened, ran away.

The dog seized — The reins.

He seized them — By taking them in his teeth.

He held the reins — Until he stopped the horse.

— o —

THE ESCAPED CAPTIVE, p. 5.

The escaped captive — A little bird.

Came to be in the cage — Having wounded one of his wings, which prevented him from flying, he fell to the ground. A boy returning from school saw him lying there, picked him up and took him home.

Could not get away — Because one of his wings was injured.

Got away at last — The door of the cage had been left open.

— o —

THE SLY CAT, p. 6.

Cat seen to do — Take part of its dinner and place it near a mouse hole.

The cat lay — Behind a box which was quite close to the hole.

Soon came out — A fat mouse.

The mouse looked — To see if all was safe.

Began to eat — Because everything appeared to be all right.

Food — That the cat had received for her dinner.

" Making it her prey " — Seizing it for the purpose of devouring it.

— o —

GOD IS GREAT AND GOOD, p. 7.

God made the sun — To give light during the day.

God made the moon and stars — To shine all through the night.

Things on land — Hills and mountains, trees and flowers, birds and beasts.

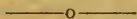
Waters made — Seas, lakes, rivers, creeks, and ponds.

God also made — Man and the angels.

God made me — Yes.

Why — To know, love and serve him.

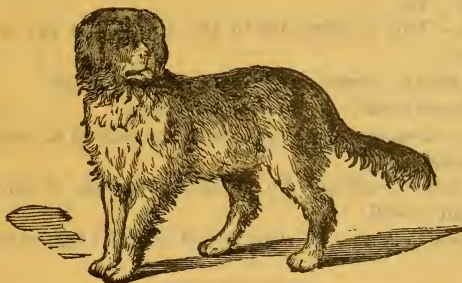
Must thank God — Because he is great and good.



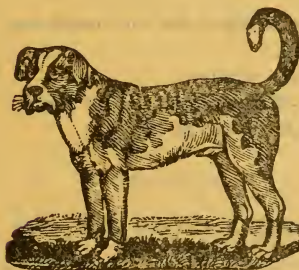
THE OLD HOUND, p. 9.

Several kinds of dogs — Shepherd, mastiff and pointer.

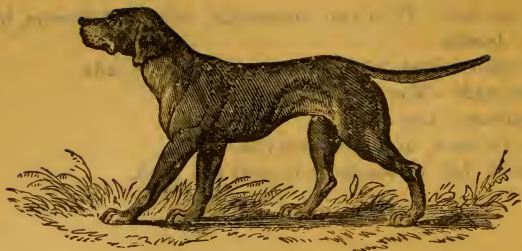
What they look like — Shepherd has a thick, wavy coat, colored black and tan ; mastiff has a smooth coat, differently colored, and a powerful frame ; pointer has a smooth coat, differently colored, and a light, graceful form.



SHEPHERD DOG.



MASTIFF.



POINTER.

A hound — A dog used for hunting, in which he is guided by the scent of game.

Keep hounds — Hunters.

Wicked animal hunted by hounds — Wild boar.

Wild boar like — Resembles a domestic hog.

Large tusks — Yes.

These tusks — Two of them are in the upper, and two in the lower jaw.

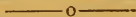
Boar did to hound — Broke away from him and ran off.

Old hound tossed aside — Because he was weak.

The master — Became very angry, and commenced to scold the poor hound.

Old hound deserve scolding — No; he failed for want of power, not for want of will.

Told his master to think — Of what he had done for him in former days.



THE BIRDS IN THE SNOW, p. 10.

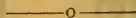
Season — Winter.

Birds hungry — Because there are no insects nor leaves upon which they can feed.

Mary and Rose — At the window.

Little bird on barrel — Wants something for itself.

Birds and lilies — Matt. vi. 26, 28, 29.



THE KNOWING RAT, p. 12.

The joiner surprised — To find his oil always used up so soon.

"He was at a loss to know" — He was unable to determine how the oil was used.

At a loss to know who is playing or talking — When a pupil talks or plays while his teacher is not looking at him.

Stood behind, and not in front — In order that he might not be seen while watching for the thief.

Saw, after peeping through — A large rat creep up the bench and dip its tail into the bottle.

Rat licked its tail — Because there was oil on it.

Kept licking it — Until there was not a drop of oil left in the bottle.

— o —

WORK AND PLAY, p. 13.

May be cheerful and gay — By working while we work, and playing while we play.

Must do our work — With all our might.

"All your might" — All your strength, all the force of your body and mind.

Boy runs a race with all his might — When he runs as fast as he can.

Study with all his might — When he applies himself to it diligently.

Things never done right — When done by halves.

Should do at a time — Only one thing.

Trifle moments away — By engaging in light amusements, or by wasting them to no good purpose.

Trifle in school — By talking, laughing, teasing others, etc.

Play can be play — By entering upon it with a cheerful will.

David playing with Saul's son — 2 Kings ii.

David before the Ark — 2 Kings vi.

Old saying — "All work and no play makes Jack a dull boy."

— o —

A SHIP, p. 15.

Ship's sails — Large pieces of canvas hung from the masts.

Use of sails — To cause the ship to be driven forward by the action of the wind upon them.

Four things, go "at a good rate" — Steamships, locomotives, wind, sound.

Come in ships — Tea, coffee, rice, sugar, etc.

Small boat kept on ships — To enable those on board to reach the land, where the water is not deep enough to float the ship.

Picture describes — One of the ship's boats, launched from a wrecked, sinking or burning vessel. A sick or exhausted youth. Some sailors caring for him, etc.

Jonas and the storm — Jonas i. — ii.

THE FARM-YARD, p. 17.

Like farm-yard best — At early morn.

The birds — Singing songs of welcome to the sun.

Eyes of cow — Soft brown.

Cows while being milked — Chew their cuds.

Fowls look — For grains of corn.

Little chicks — Keeping close to the old hen.

The doves — Some picking food from the ground, others basking in the sun, others, again, flying around the farm.

Ducks and geese — Swimming in the pond.

Keep dry — Because of the closeness and smoothness of their feathers.

Get in the farm-house — A glass of new milk.

Farmer go in cart — To town.

A town — A place containing a collection of houses; larger than a village and smaller than a city.

— o —

NORTH, SOUTH, EAST, WEST, p. 19.

“What time is it?” — How many hours by the clock is it?

Noon — The middle of the day.

Opposite of noon — Midnight.

Sun at noon — In the South.

At our back — The North.

Sun always rises — In the East.

Sun shines during our night — Upon the people that live on the other side of the earth.

During our day — They have night.

Cardinal — Chief, essential, principal.

Our Lord, and clouds at evening — Matt. xvi. 2.

Sun at our Lord's death — Matt. xxvii. 45.

Stars at judgment day — Will cease to shine.

— o —

FABLES AND PROVERBS, p. 21.

The farmer took his son — Into a wheat field.

Wheat, ripe — When fit to be gathered.

Done to fruit and grain when ripe — It is gathered.

Wheat stalks all standing in same way — No.

Some were standing — With their heads bent towards the earth.

Others — Held their heads upright.

Little boy thought high wheat — Must be very fine.

Of the bent ones — That they must be very poor ones.

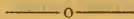
Right — No.

Father showed him — That those which bowed low were filled with the finest grains, whilst those which stood upright, were quite bare and empty.

Empty barrels — Make most noise.

A mock article — One that is but an imitation, a counterfeit.

Sweetest fruits -- The smallest.



THE SEASONS, p. 23, AND SPRING, p. 24.

Seasons in the year — Four.

Each season lasts — For three months.

Weather in Summer — Warm.

In Winter — Cold.

In Spring and Autumn — Not as warm as in Summer, nor as cold as in Winter.

Fields appear in Spring — Beautifully dressed in green, and covered with pretty flowers.

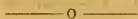
Comes on fruit trees after the leaves — White and red blossoms.

The birds — Build their nests and lay eggs in them, all the while singing merrily.

A meadow — A low, level tract of land, covered with grass.

Frisk — To dance or leap about with gayety.

Farmer, paid for ploughing and sowing — In Autumn.



SUMMER, p. 24.

Roses in bloom — In Summer.

Flower looks when in bloom — The variously colored leaves are all opened, and present a beautiful appearance.

Garden filled — With the sweet perfume of the roses.

Fruits, ripe — Cherry, strawberry, etc.

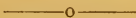
Strawberries -- In Summer.

Cherries grow — In Summer.

Men doing on dock — Waiting for the steamboat.

Dry grass called — Hay.

Time kept for — Winter.



AUTUMN, p. 26.

Fruits ripe in Autumn — Apples, pears, plums, and others.

Harvest time — In Autumn

Done with wheat when cut down — Tied in bundles called sheaves.

Grain, lated on — Ground to make bread.

The stubble — Burnt.

Stubble — The short stumps left after cutting down the grain.

Change comes over the trees — Their green leaves become brown and yellow, then wither and fall off.

The flowers — Fade and die.

The birds have gone — To warmer climes.

Pretty bird then appears — Robin red-breast.

WINTER, p. 28.

Trees look in Winter — Bare, having no leaves.

Ground covered — With snow and ice.

Sleet — Rain mixed with hail or snow.

May slide and skate — When the pond and lake are frozen over.

Difference, sliding and skating — Skating is sliding done on skates.

Robin does — Sings his song.

Robin comes to our window — To obtain food.

Robin, when the cold wind blows — Sits in the barn and keeps himself warm.

Puts his head — Under his wing.

Bee stay in hive — Until Spring.

Children, when lessons are over — Slide, skate, run and play.

They will play — Till they make themselves warm.

THE NORTH WIND AND THE SUN, p. 30.

Going up the hill — A man.

Dress described — Pupil describes.

Offer of sun to north wind — To see which of them could succeed in getting the man's coat off first.

The north wind cold — Yes.

Warm wind — The south wind.

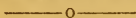
The north wind cold and the south wind warm — The north wind comes from the cold polar regions, and the south wind from the warm tropics.

Tried first — The wind.

When the wind puffed, and puffed harder — The man held firmly to his coat, then tighter than ever.

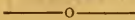
Wind pleased — No, it was angry.

The sun said — “Very well, now let me have my turn.”
Sun then did — Showed its cheerful face and smiled upon the man.
The coat tightened more — No.
Why — Because it grew warmer and warmer.
Man said when it grew warmer — “How hot it is; I must take off my coat. I cannot bear it now.”
After he took off his coat — Hung it upon his arm.
Gain the friendship of our companions — By kind actions and cheerful manners.
Cross teacher win his children — No.
Our Lord cross — No; he was meek and gentle.
Jesus treat children — With kindness and affection.
Said of little children — “Suffer little children to come unto me, and forbid them not. For of such is the kingdom of heaven.”
Apostles trying to send away mothers and their babes — Matt., xix. 13.



THE SLIDE, p. 32.

Fingers in a glow — When heated by exercise, etc.
Fire often in a glow — Shows sparkling flames, imparts great heat, requires careful tending.
In a glow in a blacksmith's — The forge and heated iron.
Accidents betide us — When they happen to us.
Slides are made — In Winter.
Boys make slides on sidewalks — No; they are dangerous to passers-by.
Boys make slides at night — By pouring water on the ground and allowing it to freeze.
Dangers, when light snow covers slides — Passengers, being deceived by the snow, are more liable to fall and injure themselves.



THE MORNING BRIGHT, p. 33.

Waked the child from sleep — The rising sun.
Keeps God's little ones — His love..
Child does all day — Prays that God may protect and guide it.
Jesus to do for us — To forgive us our sins and bring us to live with him in heaven.
Child asks God to rest — Within its breast.
Child asks to be made — Like unto the Great Spirit of grace.

THE BIRD AND HER YOUNG ONES, p. 35.

Reapers — Those who cut down grain.

Mother bird frightened — No.

She replied — “If that’s all, we have no reason to fear. If the farmer relies upon his friends I am sure the wheat will not be cut down to-morrow.”

Farmer said — That since his friend had not come his son should go to ask his uncles and cousins to assist him in reaping the wheat.

Bird thought of this — That she was still secure, because relations are not very ready to help one another.

Bird got afraid — When the farmer told his son to prepare a couple of sickles in order that they might reap the wheat themselves.

Bird said then — “We must be off at last, for when a man sets about doing his own work he is pretty sure not to delay.”

Happened next day — The farmer and his son reaped the wheat.

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THE CHOICE OF TRADES, p. 37.

Farmer do — Plow, sow, reap, mow, and store away the harvest.

Carpenter planes the wood — Pupil imitates the action of a carpenter.

Blacksmith trots the horse — To make certain that the horse is well shod.

A paper trowel — Teacher gives a practical illustration.

Shoemaker promises to sew — So strong that his work will wear till nothing is left but the stitches.

Printed this book — The printer.

Bind it — No; it was bound by the binder.

Printer saw — All the pages.

———o———

ABOUT BOOKS, p. 40.

Books made — They were written.

Used to make them — The monks.

Oftenest wrote — The Bible.

Monks read the Bible — Yes.

Only one — Because it was very dear.

Tied or fastened with a chain — So that it could not be taken away.

Books first printed — About four hundred years ago.

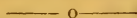
Our Lord writing in the sand — John, viii. 8.

Old man — A cross teacher.

See that he is — Because he looks cross and carries a rod.

BUTTERFLIES, p. 43.

- See in the fields in Summer* — Various species of butterflies.
Butterflies come — From eggs.
Eggs laid — On the leaf of some plant which the young butterflies would be able to eat.
Size of eggs — A hundred times smaller than the smallest bird's egg.
Comes from eggs — An exceedingly small and slender worm.
Becomes of this worm — When it has grown to be a great caterpillar it suddenly becomes so changed that one would imagine it dead.
Really die — No; the following Spring it bursts its shell and creeps out as a beautiful butterfly.
Butterfly goes — Flutters through the air, sucks the honey from the flowers, and passes its merry life in a round of pleasure.
Color of butterfly — Rich and bright.
Something tiny in this room — Pupil names various objects.
Colors on butterflies' wings — Black, yellow, red, white, blue, orange, brown, golden.



THE FIVE SENSES, p. 45.

- Erect, upright* — Not leaning, firm, standing up straight, perpendicular.
Three things upright in school — Pupil mentions.
Use of a man's feet — To hold him upright.
Head placed — On his shoulders.
Takes hold of things — With his hands.
Soles of his feet rest — On the ground.
Turns to right and left — The head.
Top of head called — The skull.
Within the skull — The brain.
See on the face — Eyes, nose, mouth and chin.
Fingers and toes be moved — Yes.
Our ears — Only in rare instances.
Use of eyelids — To close the eyes and shelter them from dust, air and light.
We see — With the eyes.
Smell — With the nose.
Nostrils — The two holes in the nose.
Within the mouth — Palate, tongue and teeth.
Use of teeth — Grind our food.
Tongue — To speak, and to bring the food under the teeth.
Form speech — Articulate sounds.

Five senses — Sight, hearing, taste, smell, and touch.

Boy names some portion of face — Eyes, nose, mouth, forehead, cheeks, chin, lips.

Use of each member — Eyes, to see ; nose, breathing, smelling, and improving the voice ; mouth and lip, helping speech, receiving food, and breathing ; etc., etc.

— o —

THE LIFE OF OUR LORD (PART I.), p. 47.

Angel said to Blessed Virgin — Luke, i. 28-33.

Mary answered — “ Behold the handmaid of the Lord ; be it done unto me according to thy word. ”

Came to Bethlehem — The Most Blessed Virgin Mary.

No room in the houses — Because she was poor.

She and St. Joseph went — To a poor stable for the night.

Born there — Our Lord and Saviour Jesus Christ.

People in the same country — Shepherds watching their flocks.

Appeared to these shepherds — An angel of the Lord.

Said to them — Luke, ii. 10-12.

Angels sing — “ Glory to God in the highest, and peace on earth to men of good will. ”

Shepherds then did — Luke, ii. 15, 16.

Memory of these things — Kept on Christmas Day.

Gifts of the shepherds — Adoration, prayer, love, poverty and simplicity.

— o —

THE CHILD AND THE FLOWERS, p. 51.

Running stream — One whose waters are constantly flowing.

Child threw into the stream — Pretty flowers.

Swift stream — Pupil mentions one in the vicinity.

Wish in vain — When we are unable to attain the object of our desires.

Stream — Glided on, unmindful of her cries.

Water that stands still — Becomes stagnant and unhealthy.

About the picture — Pupil describes in own words.

— o —

THE FABLE OF THE RAIN DROP, p. 53.

Farmer did to land — Ploughed, weeded, and planted it with corn.

Why — In order to support his wife and children.

Made his corn droop — Want of rain.

Farmer felt — Very sad.

Story of rain after three years' dryness — Take short account from 1 Kings, xvii.

Great rain in life of Noah — The Deluge.

Rain of fire — Yes ; there is one mentioned in Holy Scripture.

Said in lives of Abraham and Lot — Give short account of the burning of Sodom and Gomorrah.

One little rain drop said — "Look at that poor farmer : I feel sorry for him ; he has taken such pains with his field of corn and now it is all drooping ; I wish I could do him some good."

The other said — "Yes, but you are only a little rain drop and what can you do ? You can't wet even one hillock."

First then did — It went down from the clouds.

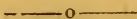
Fell on what — On the farmer's nose.

Next fell — On a stalk of corn.

Farmer said — "Dear me, what's that ? A rain drop ! Where did that come from ? I do believe we shall have a shower."

Became of the other rain drop — It also dropped, and fell on another stalk of corn.

Happened after — A great many rain drops having overheard their friends, and seeing them going to cheer the farmer's heart, resolved to imitate the good example. The consequence was that the corn ceased to droop, grew, and got ripe ; and all because the little rain drop did what it could.



THE SHEEP, p. 55.

"Serve me so" — Treat me thus.

"Nip the daisies" — To bite off the tops of the flowers.

Chilly night — One moderately cold.

Dewy grass — Grass covered with dew.

Scanty dinner — One that is scarcely sufficient.

People have scanty dinners — The poor.

A common — In general, an unclosed tract of land not belonging to any single individual.

Common near the school — Pupil names one that he has seen.

Bare common — One affording little or no pasture.

A common brown — When scorched by the sun.

Sheep lie — In pleasant fields.

Sheep find a field pleasant — When it affords them plenty of pasture.

Little fellow — A small boy.

Some little fellows — Pupil points out some in the room.

Sheep mentioned in Bible — John, x. 11 ; Matt., xxv. 33 ; Acts, vii. 32.

Sheep's woolly coat — It is cut off.

Makes coats — For man.

Taken off at the end of Spring — Because as the sheep is exposed to the inclemency of the weather at all seasons it requires a very warm covering during Winter, but very little during the Summer.

— o —

THE LIFE OF OUR LORD (PART II.), p. 57.

King of the country — Herod.

Came to inquire — Three wise men.

Herod meant — To kill the Holy Child.

Tell this to the wise men — No.

Said to them — “Go and find the child, and when you have found him, bring me word, that I also may come and adore him.”

Star lead them — Until it came and stood over where the child was.

Then did — Entering, they found the child with his mother, and falling down they adored him and offered him gold and rich spices.

Wise men go back — No.

Why not — Because an angel warned them not to do so, but to go back into their own country by another way.

Herod heard this — He ordered all the young children about the place to be put to death.

Our Lord escaped — St. Joseph, warned by an angel, took the child and its mother and fled into Egypt.

When Herod died — The Holy Family came back to their own country, and lived there quietly for many years.

How Jesus was lost and found — Give text in your own words.

Our Lord, while living with the Blessed Virgin and St. Joseph — Helped them, worked for them, and obeyed them in all things.

This should teach us — To imitate him in the practice of virtue, according to our state of life.

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THE BEAR AND THE CHILDREN, p. 61.

Master sitting — In an inn.

Doing — Eating his supper.

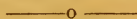
The bears — In the yard behind the inn.

The children — In a room upstairs.

Heard on the stairs — Heavy tramping

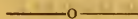
Entered the room — A huge, shaggy bear.

Children ran — Into a corner.
Thought the bear was — A big dog.
Bear stretched himself — Upon the floor.
The youngest boy — Rolled over the bear and nestled his curly head on the fur of the beast.
The eldest — Brought his drum and began to play upon it.
The bear — Stood upon his hind legs and began to dance.
Entered the room — Their mother.
Youngest boy said — "Mother, we are only playing at soldiers."
Appeared at this moment — The master of the bears.
Two bears and some bad boys — 2 Kings, ii. 22.



THE BEAR AND THE HUNTERS, p. 63.

Thick wood — A large collection of trees, a forest.
Pay their board — With the bear's skin.
Come on any person suddenly — When you meet him unexpectedly.
Cowardly man asked — "Do tell me what it was that the bear whispered in your ear."



"THERE'S MANY A SLIP 'TWINX THE CUP AND THE LIP," p. 65.

Said about rich man — That he was very cruel to his slaves.
Slave — A servant, a bondman, one who is the property of another.
Rich man planted — A vineyard.
A vineyard — Ground planted with vines.
Make slaves do more work — Whipped them severely.
One of the slaves said — "Cruel man, never will you drink of the fruit of the vineyard which is planted in such toil and suffering."
Vines grew — So well that after a time they bore rich clusters of grapes.
Master, when wine was made — Told that very slave to fill him a glass of the very wine. Taking it in his hand he said to the slave, "See, I am going to drink, in spite of what you said."
Slave answered — "There's many a slip 'twixt the cup and the lip."
Master took in his hand — A spear.
Boar doing — Laying waste the vineyard.
"Laying it waste" — To destroy.
Lay a garden waste — By trampling upon the plants and flowers, pulling up the shrubs and vines, etc.
Bad boys lay an orchard waste — By stealing the fruit and breaking the branches of the trees.

AN EVENING HYMN, p. 66.

Shepherd — One who takes care of sheep.

Good Shepherd — Our Lord.

To care for us — Till morning light.

Thank the Shepherd — Because he has kindly protected us during the day.

Feeds and clothes us — God, through the ministry of our parents.

Guard our beds — God's angel.

Had only a manger — Our Saviour.

"Gently sink to rest" — Fall asleep.

Our eyes weary — When we are tired and sleepy.



THE LION AND THE MOUSE, p. 68.

Lion went to sleep — Beneath a broad, shady oak.

Waked him — Some mice running over his head.

About to do to one of them — To kill it.

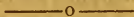
Mouse said — "O Lion, it is not worthy of so great a beast as you to kill such a poor little thing as I."

Lion, then — Let the mouse go.

Happened to lion after — He was caught in a strong net.

When mouse heard the news — Ran to the lion and nibbled a hole through the net, for the lion to escape.

Should learn from this — To make friends of all, both great and small; for we know not when we will need their services.



THE LIFE OF OUR LORD (PART III.), p. 69.

Our Lord, when thirty years old — Left his home to teach men how to love and serve God.

Before this — He went to be baptized by St. John the Baptist.

Preached — Three years.

Great things — Preached with authority, consoled the afflicted, converted sinners and wrought great miracles. (Let pupils give some instances of each.)

Now to happen — To die on the cross for our sins, rise again, and go back to heaven.

Judas — Was that apostle who loved money more than Christ.

Awful crime — Made a bad First Communion, and then betrayed our Lord for thirty pieces of silver.

PLANTS AND SHRUBS, p. 73.

Bread made — From wheat.

Linen and cotton made — From flax plant and cotton tree.

Uses of wood — Roofs of houses, floors, doors, window-frames, tables, chairs, boxes, carts, fences, ships, fuel, etc.

Potatoes grow — On one plant.

Tea made — From the leaves of a plant.

Sugar — Sweet juice from the stalk of a plant.

Wine — Juice of grapes.

Beer — Oats and hops.

From other plants — Indian meal, rhubarb, grapes, etc.

Hats made — From dry stalks of grain.

Baskets and seats of chairs — Twigs of trees.

Paper — Linen rags.

Oil in the lamps — Berries of the olive tree.

Most useful of plants — Green grass.

Why — Because it preserves the lives of our sheep, cows, and horses.

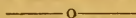
These things teach us — How good and wise God is.

Apostles, took corn — Matt., xii. 1.

Wine and bread — Matt., xxi. 26, 27; Mark, xiv. 22, 23; Luke, xxiv. 30.

Made wine after Deluge — Gen., ix. 21.

Men took our Lord into a boat — Mark, viii. 10.



WHY OUR FINGERS MOVE, p. 75.

Anthony going — To town.

In the stage — A very talkative lawyer.

Knew Anthony studied religion — Because he took off his hat when he passed a church.

Lawyer said — "I see you go to catechism. Tell me what you have learned there."

Anthony answered — "Sir, I have learned the principal mysteries."

Chief truths — Blessed Trinity, Incarnation, and Redemption.

Lawyer asked — "And will you tell me what is the Holy Trinity?"

Anthony answered right — Yes.

Lawyer then said — "And do you believe that? If you do you may believe any thing. Now-a-days people should believe only what they understand."

Anthony answered — "And do you believe, sir, nothing that you cannot understand?"

Anthony asked — "Please to tell me, sir, how it is that your little finger moves when you want it."

Lawyer replied — “Oh, let me see — yes, I can easily tell you that. It moves because — ahem — because I want it to move. The life that is in me makes it move.”

Other questions — “How is it that your life makes your finger move?” — “Do your ears move when you wish?” — “How is it that they do not?”

Lawyer answered — “Nonsense! little boy; get away — you are too young to teach me; do let me alone.”

Made people laugh — When they saw the impious and talkative lawyer outwitted by a modest school-boy.

Lawyer in New Testament — Luke, x. 25.

Question of lawyer — “Master, what must I do to possess eternal life?”

Three Persons in God — Because God himself has revealed it. (Baptism of Our Lord, command to baptize, etc.)

— o —

THE FOX AND THE GOAT, p. 77.

Travelling together — A fox and a goat.

Looking — For water.

When they found it — They eagerly descended in order to satisfy their thirst.

Fox said — “A thought has just struck my mind, which I am sure will get us out of our trouble. Do you only rear yourself upon your hind legs, and rest your forefeet against the side of the wall. In this posture I will climb up to your head, from which I shall be able with a spring to reach the top; and when I am once there, you see, ’twill be very easy for me to pull you out by the horns.”

Happened — The simple goat liked the plan well, and placed himself as told; by means of which the fox, without much trouble, gained the top.

Goat said — “And now give me the help you promised.”

Fox replied — “Thou fool, had you but half as much brains as beard, you would never have thought that I would risk my own life to save yours. However, I will give you a piece of advice, which may be of service to you hereafter, if you have the good fortune to escape. Never venture into a well again before knowing how to get out of it.”

— o —

MY MOTHER, p. 79.

Six things done by mother — Morning, washes and dresses; before school, hears lessons; noon, washes and gives dinner; night, puts to bed.

Healthy arm — One that is strong.

Lord do to bad children — Punishes them.

—o—

SATURDAY NIGHT, p. 81.

Little wee hands — Being washed and put into clean garments.

Shoes and stockings — Those that are torn and worn.

Garments — Faded and thin.

Button changed — To make it look right.

Mother's prayer — God guide and keep them from going astray.

—o—

THE FALL OF THE ACORN, p. 84.

Man lying — In the shade of an oak-tree.

Looking in — At a pumpkin growing in a garden.

Said — "Well, well! Here seems to be a mistake. It does not appear quite right to me that the little pumpkin vine should produce such a large fruit, and the noble oak-tree should bring forth such a poor little one. Now, if I had made the world, the oak-tree should have made a splendid appearance, with large pumpkins as yellow as gold and as heavy as a cannon-ball."

Happened — An acorn dropped from the tree and struck him so sharply on the nose as to make it bleed.

Exclaimed — "It's all right, after all! If this acorn had been a pumpkin my head would surely have been broken!"

"Exclaim" — To utter loudly, to cry out.

—o—

THE OLD MAN AND HIS GRANDSON, p. 85.

Said of old man — Eyes dim, deaf, knees shook like leaves.

At table — Scarcely hold his spoon, spilled his food upon the table-cloth, and sometimes over his clothes.

Son and son's wife — Made the old man sit behind the oven in a corner, and eat his scanty meals from an earthen dish.

Earthen dish — Fell on the ground and was broken to pieces.

Young wife — Scolded him.

Kind of dish next — A wooden dish.

Little grandson — Fitting together some pieces of wood.

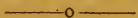
Spoke to him — The old man.

Said it was — For mother and father to eat out of when he should grow big.

Parents hear this — Yes.

Happened then — The young man looked at his wife a little while and then both began to cry. Henceforth they permitted the old man to eat with them at the table, and said nothing if he happened to spill a little on the cloth.

Kind to parents and old people — Because God wills it and will do unto us as we have done unto others.



THE FOOLISH CROW, p. 86.

Fable about — The fox deceiving the crow.

Fable — A fictitious story intended to teach some moral precept.

Some fables — Let pupil co-ordinate his knowledge of previous lessons.

Crow wise — No ; because she was vain.

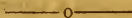
Fox coaxed the crow — By praise and flattery.

Crow, fine voice — No.

Happened when crow began -- She dropped the cheese.

Fox wait — No ; he ran off with it as soon as he could.

Vain people — Are very foolish.



THE MONTHS, p. 87.

January — Snow.

Stove gloves — When it is well heated.

Color of our fingers -- Red.

February — Rain.

March — Sharp and chilly breezes.

Flowers — Daffodils.

Occur in April — The grass begins to grow, and the cattle leave their retreat.

May — Flocks of pretty lambs.

June — Tulips, lilies, roses and posies.

July -- Apricots.

August — Sheaves of corn.

September — Fruit.

Sportsmen shoot — In September.

October "brown" — Because the frost turns the leaves from green to brown.

Excursion — To gather nuts.

November — The blast.

December — The sleet.

Best month of all — May.

Born in December — Our Saviour.

City — Bethlehem.

Place — A poor stable.

—o—

THE BOY WHO BECAME A SEA-CAPTAIN, p. 89.

John Grace — Son of a sea-captain.

Captain — The master of a ship.

Captain besides — Yes; that of a company of soldiers, etc.

Obey a sea-captain — Sailors.

Army captain — Soldiers.

Made ship go — By using the hand-bellows.

Apples and oranges — In order to carry them in his boat to some far-off country.

Did with them — He placed the oranges on one side of the pond, and started the boat loaded with the apples from the other side. When the boat arrived at the place where the oranges were he took out the apples and put in the oranges. He thus amused himself for hours, sailing, as he said, across the sea and back.

Father did — Bought him a vessel, fitted it up for the West Indies, and put John on board as captain.

Succeed with first cargo — He made the voyage in quick time, sold out his cargo, and returned with his vessel loaded with coffee, spices and fruits. He was so successful that he gained one thousand dollars.

Followed the sea — Nearly fifteen years.

Used his money — Settled his family in a large mansion near Boston, was kind to the poor, assisted his relatives, built churches and school-houses, and had many masses said for his dead parents.

Oranges and lemons — West Indies, Florida, Spain, etc.

Same places — No.

Kind of country — Tropical regions, or warm countries.

Apples, cold countries — Yes.

Boats, New Testament — Matt., viii. 24; ix. 1; xii. 2; Mark, viii. 14; Luke, v. 3; John, vi. 19.

St. Peter's boat — Matt., xiv. 29.

—o—

THE PET SQUIRREL, p. 94.

Fanny had the squirrel — Eight years.

Governess — An instructress, or lady teacher.

Three tricks — Bit buttons off coats, slid down the balusters like a school-boy, threw all the sugar out of the bowl in order to get the piece at the bottom.

Squirrel pleased — Because he frightened Fanny.

Did with walnuts — Hid them in all parts of the room, especially under the carpet.

Forepaws in picture — Clinging to the branch of a tree.



THE CHILD'S FIRST GRIEF, p. 98.

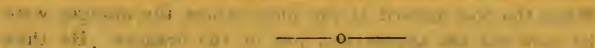
Grief — Sorrow, affliction, regret.

Calls his brother — Because he cannot play alone.

Flowers sown — Around our garden tree.

Life like a flower's — Because it was very short.

Now wish — That he had loved him more.



THE LIFE OF OUR LORD (PART IV.), p. 100.

Our Lord at prayer — Judas with soldiers.

Judas kissed our Lord — As a sign by which the soldiers would know it was Jesus.

Soldiers did — Took, and bound him with cords, and led him away.

Suffered that night — Struck and mocked by the cruel soldiers.

Called Lamb of God — Because he was as quiet and gentle as a lamb before his executioner.

Friends stay with him — No; they became afraid and ran away.

Happened next day — Jesus was nailed to a cross.

Hung on the cross — Three hours.

Said to Blessed Virgin — "Woman, behold thy Son."

St. John — "Son, behold thy Mother."

Prayed for wicked men — "Father, forgive them, for they know not what they do."

His holy Mother — Had his body taken down and placed in a grave.

Women came to the tomb — They saw bright angels sitting where they had laid Jesus.

Angels said — "Fear not. You seek Jesus. He is not here; he is risen."

Our Lord appeared — On the day of the Resurrection.

To whom — Mary Magdalene and the apostles.

Staid with them — Forty days.

Happened after that — Our Lord ascended into heaven.

THE FAITHFUL SHEPHERD BOY, p. 103.

Pedro — A Spanish shepherd boy.

Hunter said — "How far is it to the nearest village?"

Answered — "Six miles, sir, but the road is only a sheep track, and very easily missed."

Hunter wanted Pedro — To leave his sheep and show him the road.

Pedro did not wish — Lest the sheep should stray into the forest and be eaten by wolves or stolen by robbers.

Man asked — If Pedro would trust him with the sheep while the former went to the village to buy some food and drink.

Pedro refused — Because he did not know whether the hunter would keep his word or not.

Then happened — The hunter being about to depart alone, Pedro called him back and offered him the humble contents of his wallet. Presently the hunters' attendants came up, and then Pedro discovered that the hunter was the Grand Duke of that country.

Duke did for Pedro — Took him under his special protection and had him thoroughly educated.

Learn from Pedro's conduct — Always to remain faithful to whatever charge may be intrusted to us.

About a shepherd — This picture is a beautiful illustration of the goodness of our Blessed Lord, in seeking and rescuing poor sinners from the snares of the devil.

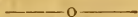
This Shepherd — Our Blessed Lord.

David and his sheep — That he exposed his life to the fury of two wild animals in order to protect his sheep.

Moses minding his flock — That it was while thus engaged that God appeared to him in the burning bush, and commissioned him to deliver his people from the bondage of Egypt.

Ninety-nine good sheep — Luke, xv. 4, 7; Matt., xviii. 12.

The hireling, or shepherd who runs away — John, x. 12, 13.



DAVID AND GOLIATH, p. 105.

Two rivals appeared — Goliath was a great giant, and possessed enormous strength. His very appearance was sufficient to strike terror into a whole army. David was a mere youth of delicate complexion, and possessed any thing but a soldier-like appearance.

Goliath's arms and armor — He wore a helmet and breastplate of brass.

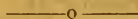
His legs and shoulders were also covered with brass. His lance was so heavy that the iron alone weighed three hundred pounds.

David equipped — With a crook, fine, smooth pebbles, and a sling.

Goliath's words — "Am I a dog, that thou comest forth to attack me with a staff? Draw nigh then, till I give thy body for food to the birds of the air and beasts of the earth."

David's words — "I come to thee in the name of the Lord of Hosts, in the name of the God of the armies of Israel, whom thou hast not been afraid to insult : it is he who will deliver thee into my hands, that all the earth may know that there is a God in Israel."

Struggle — While David was still speaking Goliath advanced to meet him. David also went forth to the combat. The two armies stood gazing in breathless silence at this wonderful engagement. David with a pebble from his sling struck the giant in the middle of the forehead. The stone penetrated deep into Goliath's head. The monster having fallen on the ground, David ran up to him, pulled out his sword, and cut off his head.



LETTER WRITING, p. 110.

Little boys learn — To write letters.

Hard — No.

Put in a letter — All that will be pleasing and interesting to your friend.

Little boy should speak — Mother, father, brother, sister, playmates, amusements, etc., etc.

Give pleasure — Yes ; a great pleasure.

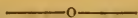
Try to make our friends happy — Yes ; we will thus prove our friendship sincere.

Easy to send letters now — Yes ; very easy.

Always easy — No ; it was formerly very difficult.

Carried, one hundred years ago — In stages and on horseback.

Now carried — On steamboats and cars.



THE LITTLE BIRD, p. 114.

Saw — A little bird.

Bird — Came hopping along.

I cried — "My little bird, will you stop?"

Going to say — "How do you do?"

Bird — Flew away.

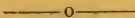
Sure to catch — Because the salt on its tail would hold it fast.

Did with salt — Threw it at the robin.

Little bird looked — Very wise.

Bird asked — "Do you think I am caught like that?"

Said — "No, not I."



THE OSTRICH, p. 115.

Ostrich — Largest of birds.

Unlike other birds — In the structure of its feet: it has only two toes on each foot, and the outer one is shorter than the inner.

Ostrich lives — In the African deserts.

Nest — Consists only of a shallow hole scooped in the sand.

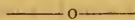
Eggs — About three pounds in weight, being equal to about two dozen fowls' eggs.

Feathers — Mostly a glossy jet black, except the wings and tail, which are white.

Ostrich caught — Although its speed is much swifter than that of any horse, still, by its habit of running in curves, it is frequently pursued and overtaken by horses.

Bushman's method — He disguises himself under the shape and appearance of an ostrich. By a most perfect mimicry of the ostrich's habits, he succeeds in getting among the flock. He then fires an arrow at one of them, and appearing to be frightened runs off with the flock from their unlucky companion. He thus succeeds in killing many of them before they are aware of their danger.

Voice — A deep, hollow, rumbling sound, resembling the roar of the lion.



THE OLD SOLDIER AND THE VIOLIN PLAYER, p. 117.

Old soldier played — In the public gardens of a great city.

Held out for pennies — His cap, in his dog's mouth.

Sadly grieved — Because no one had stopped to listen to his music and there was not a single coin in his cap.

He — Sat on a stone and covered his face with his hands.

Came up — A gentleman.

Gentleman did and said — Took the violin, tuned it with great care and told the old man to take the money while he played.

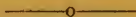
Effect — A crowd of listeners gathered around the player, and silver was freely dropped into the old soldier's cap.

The player — One of the most famous violinists in the world.

The crowd — Cheered the violin player.

The happier — Very difficult to tell.

Why — Because the joy of both was great : the one on account of his money, the other on account of the kind deed.



THE CHILD'S PRAYER, p. 119.

Speaking to the Lord — A little child.

Our Lord promises — To hear us.

God has given us — All that we have.

Do when we die — Save us.

Dwell with God — In heaven.

Do in the sky — Praise God.

Raise our voice — By prayer.

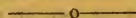
Besides — By singing.

God's will on earth — As it is in heaven.

Our days be past — When we die.

Saints who have seen heaven — Sts. Paul and John.

St. Paul says — "The eye hath not seen, nor ear heard, nor hath it entered into the heart of man to conceive what things God hath prepared for those that love him."



THE CAT AND THE MONKEY, p. 121.

Kind of trees — Chestnut trees.

Large or small — Small.

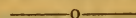
Nuts in hot ashes — In order to roast them.

Not in blazing fire — Lest they would be burnt.

Mother roasts — By putting it in the oven.

Coaxed by monkey — A cat.

While cat was grieving — Gathered up all the nuts and ran off with them.



THE MASKED MONKEYS, p. 121.

Gave a banquet — A nobleman.

Banquet — A grand entertainment of eating and drinking.

Came in — Two very small and gayly dressed visitors.

Dressed — The gentleman wore a scarlet coat with gold lace ; his wig was white as snow, and on his hat were a silk cord, tassels and plume. The lady was dressed in bright pink satin, having a gay bonnet on her head, white kid gloves on her hands, satin slippers on her feet.

Little people — Danced with great ease and grace up and down the hall.

Guests surprised — At their dancing.

Guests — Those who are entertained.

One guest — Took an apple from the table and threw it on the floor.

Little people — Sprung for the apple and fought for it till they tore off their masks.

Found out — That they were a couple of ugly monkeys.

Said about monkeys and fools — "They may decorate themselves with all the finery they may procure ; but sooner or later their real characters will be unmasked, when they are sure to be made the objects of contempt and ridicule."

Fine clothes make a man — No.

ST. HUBERT, BISHOP, p. 124.

Called a "second Saul" — Because his conversion was similar to that of Saul.

Lambert advised him — To make a thorough confession.

Duchy — A country belonging to a duke.

St. Hubert's meeting with the Pope — The Pope seeing Hubert enter Rome in the garb of a pilgrim, called him, and asked him who he was and whence he came. Hubert gave the Pope his name, adding that he was a disciple of Bishop Lambert, and that the object of his pilgrimage was to visit the holy places. The Pope desired to hear no more, but taking Hubert by the hand, lead him to the shrine of St. Peter and said to him, "Your teacher, St. Lambert, has been killed by wicked people, but is already crowned in heaven ; God appoints you his successor." He was immediately consecrated by the people and returned as bishop to Maestricht.

NO SECOND CHANCE, p. 129.

In prison — A mouse.

Trembled -- At his approaching fate.

Became of comrades -- Scurried off in fright.

Mother said — “It is too late! Thy life alone can repay thy crime. If thou hadst been guided by my advice and let the bait alone thou wouldst now be as free as other mice.”

— o —

A HEN, p. 130.

Hen calls her chickens — By a cry which they well understand.

Frugal repast — A sparing, scanty meal.

Hen brave — Because her dignity as mother inspires her with great courage.

Story of hen and ducklings — Give text in your own words.

— o —

THE TRUANT, p. 133.

Truant — An idler, one who shirks his duty.

Warp one's skin — By depriving it of its natural warmth.

“Jack o’Lantern” — A bright light appearing in low, moist lands.

Truant asked — Shelter for the night, food, and to be taken home in the morning.

Treat — An entertainment, a feast.

Last stanza — “If you have a sorrowing child, pity my grief. May he be blessed with such a friend as you shall prove to me.”

— o —

“KEEP AWAY FROM THE WELL,” p. 135.

Holy Writ — The Scripture.

Subject of the lesson — Select several ways from familiar proverbs.

Three ways from Scripture — “He that loveth danger shall perish in it.” — “He that breaketh down the hedge a serpent shall bite him.” — “All that take the sword shall perish with the sword.”

— o —

A BIRD'S SONG, p. 137.

In Spring — Cleared away hurtful insects from field, root and bough.

Harm and blight — Those that destroy trees, plants and crops.

Share of the fruit — Because it helped to preserve it.

A PLEASANT SUNDAY EVENING'S SEARCH, p. 138.

Story about — Review of a catechism lesson.

St. Augustin — Bishop of Hippo and Doctor of the Church.

Incorrect to say angels were made — Because they were formed from nothing.

Places in Bible — Gen., xix. i ; Matt., i. 20, 24 ; xviii. 10 ; Luke, i. 26-38 ; John, xx. 12 ; Mark, xiii. 27, 32.

St. Jerome studying Bible — He studied the Scriptures with great devotion, and translated them into the vernacular.

 THE COW AND THE ASS, p. 142.

Cattle strayed to brook — To stand in the shade.

" Musing " — Thinking closely.

" Dream " — To fancy, to imagine, to idle.

Differ — Muse is real, and dream is not.

 THE COW AND THE ASS (SECOND PART), p. 144.

Questions asked — " Don't you think, Mr. Ass, that we are injured by man ? " — " What is the reason that I must always go when Jane chooses to call ? "

Ass replied — " Since you ask my opinion, permit me to say that I believe the contrary to be the case. It is true that you afford man important services ; but you should also remember that man is of great service to you. They allow you to repose on their meadow and give you a comfortable shelter in Winter. For these and many similar comforts we are indebted to man, and should do all in our power to repay him. "

Cow said to herself — " Although he is not very bright, I believe that the fellow is right. "

Poem true — No ; it is a fable.

 THE GRUMBLING PUSS, p. 146.

Cat said — " Matter enough, our cook is very fond of talking of hanging me, I heartily wish some one would hang her. "

Brought about — That while springing at a mouse she had knocked down a dish, and not knowing exactly what it was, smelt it, and found it to be a rather nice fish. When she had

devoured all but the head, the meddlesome cook suddenly interrupted her.

"Gust of wrath" — Sudden burst of anger.

Cat offended cook — By eating the fish.

Growler said — "Say what you please; but, now I have heard both sides of the story, I only wonder she did not hang you."



THE SLUGGARD, p. 148.

A sluggard — One given to habitual laziness.

Wastes his days and hours — In sleep and slumber.

Boys trifle — When they neglect their duty.



THE COBBLER AND THE BANKER, p. 149.

Cobbler — One who mends shoes.

Banker — One who does a banking business.

Questions and answers — *Banker*: "How much do you earn in a year?"

— *Cobbler*: "How much a year, sir? I never count in that way. I am satisfied if I manage to reach the end of the year."

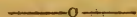
— *Banker*: "How much do you earn a day?" — *Cobbler*:

"Sometimes more and sometimes less; however, I manage to live." — *Banker*: "Here are three hundred crowns, with

which to keep yourself above want. Preserve them carefully for time of need."

Drove away the cobbler's content — Anxiety about his treasure.

Bible says is better than riches — A good name.



THE FOX AND THE CROW, p. 151.

Dairy — A place where milk is kept and converted into butter and cheese.

Crow did with cheese — Flew up in the trees.

Wanted it — A fox.

First tried to get it — By flattery, and making observations on the weather.

Effect — None at all.

Finally secured it — By praising her voice, and thus causing her to open her mouth to sing.

Last stanza — Let the innocent beware of the flattery of coxcombs. Attend to common sense and you need not fear.

Two accounts differ — In mentioning where the crow stole the cheese.

They are alike — In every other particular.

Corresponding words or phrases — Pupils select.

—————o—————

THE HORSE, p. 156.

Horse long wished — That he might be able to steal unnoticed away from the stable.

Gave him a chance — Jack's forgetting to shut the stable door.

Horse's name — Dobbin.

Night came — He stretched himself on the wet grass.

Like it — No.

Concluded — To go back to his master's stable.

Run away again — Nô ; experience had taught him that it was better to be guided by his master than travel on his own account.

—————o—————

CARLO, JANE AND ME, p. 163.

Take a walk with papa — Old Carlo, Jane and me.

Described — "Carlo is made of curly hair, and I am made of me ; but Jane is made of wood and things, as dollies have to be."

"Haw" and "gee" — The first, to turn towards the left ; the second, to turn towards the right.

—————o—————

THE ORPHAN, p. 170.

Cold earth their bed — Because they are buried in the ground.

Orphan sought — A protector.

Found a father and friend — In God.

—————o—————

ST. JOHN THE BAPTIST, p. 171.

Our Lord did — Praised St. John.

St. John told people — To do penance, for the kingdom of heaven was at hand.

Meant by this — That he who was to open the gates of heaven by his death was soon to appear.

Jesus said of St. John — That he was the greatest person who was ever born of woman.

Picture described — Pupil's own ideas of it.

As a closing "Hint," the following, on religious instruction, taken almost literally from Prof. Morrison's "Manual of School Management," will prove highly interesting and instructive.

RELIGIOUS KNOWLEDGE.

In reference to instruction in religious knowledge, the school life of children in ordinary elementary schools may be divided into three distinct stages. Without pretending to mark off the boundary lines with a precision suitable to the case of any particular school, we may safely group together those pupils whose ages range from five to seven years, from seven to nine or ten, and from ten and upwards. These groups will correspond respectively to the Initiatory, the Juvenile, and the Senior divisions of the school, and each division should have instruction in religious knowledge adapted to itself.

Before proceeding to make a few remarks upon the instruction best suited for each stage, we may observe, and the observation holds true for all the stages, that a great deal of the good which may be expected to flow from religious lessons will depend upon the manner in which they are given. If no distinction is made between a religious instruction and one on any ordinary subject, the pupils will come to look upon both as of equal importance. To obviate the evil consequences which must result from such a feeling, the religious instruction, both in time and in all other concomitant circumstances, should have the precedence of all the rest. The work of each day should begin with devotional exercises, in which the divine blessing is supplicated upon the labors both of teacher and scholars; and thereafter the minds of the pupils should be directed to the word of the Living God, as the source of true wisdom, and as the unerring rule in all the affairs of life. In conducting such lessons, the master should, by look, tone, and gesture, seek to impress upon the pupils that reverence to God's truth which they ought ever to cherish. Religious instruction should be given in a more subdued tone of voice than an ordinary class-book; and the excitement and emulation, which may be allowable in other lessons, should not be allowed in this. Place-taking,

whatever merit it may possess in regard to other branches of education, is sadly at variance with the spirit which ought to pervade all directly religious instruction.

Not only should the religious lessons be gone about in a way which will mark them broadly off from the ordinary lessons of the school, they should, to the utmost extent possible, be reduced to practice. To secure this important end, the master must exhibit, in his own walk and conversation, a character becoming the Gospel of Christ: Children are very quick in detecting any inconsistency between the teaching and the practice of those who are placed over them. They are not slow to discover whether the teacher displays, in his daily walk among them, those feelings and principles which in his lessons he wishes to imprint on their hearts. If his character belie his teaching, the teaching will be well-nigh useless. A consistent Christian character will have more influence on the susceptible minds of youth, than any amount of dogmatic teaching, however orthodox it may be. The moral tone of a school is, to a large extent, determined by the character of the master. In this respect it may with truth be said that the school-master is the school. When the master exhibits in himself a pattern of what he teaches, his teaching will become a felt power for good in the school, the effect of which may be incalculable by the arithmetic of time. The master, thus acting out in his daily life the precepts of God's word, will not consider his work done when he has communicated a certain amount of religious truth — he will seek to make that truth tell upon the conduct of his pupils during their school hours, and especially during their play. To tell the child that religion inculcates a meek, gentle, and forgiving spirit is good in so far as it goes, but the whole has not been done until the child so feels that truth operating upon his heart and conscience as to lead him to repress the angry feeling which swells in his bosom, and to stretch out the hand of forgiveness to a companion who may have injured him. To teach a child that lying is forbidden in the word of God is highly to be commended, but the wise teacher will not stop short with the mere act of teaching, he will endeavor so to train his pupils that this truth shall become a felt and ever-present reality.

It is by thus bringing the religious lesson to bear upon the common affairs of the child's busy life, that we may expect to see these lessons bringing forth fruit. We believe that it is the absence of this kind of training in the family and in the school, that is partly the cause of that most lamentable separation between faith and practice, which is one of the distinguishing features of the Christianity of the present day. Christianity is viewed by many as a mere system of doctrines, good and useful in their place, but having little or no reference to the regulation of life and conduct. It is considered as something that may be taken on from without ; an outer crust of beauty wrapped round the hollow rottenness within. It is forgotten that the great central idea of Christianity is that of a life begun in the soul, and manifesting its existence by words and actions in harmony with its sacred principles. " The kingdom of God is within you ;" and it is only when every thought has been brought into complete subjection, that Christianity has achieved its full triumph. The teacher should constantly bear this in mind ; and should endeavor to form in his pupils the habit of thus measuring themselves ; and of judging their conduct, not by the false maxims of human honor, but by the unerring test of right and wrong. The religious instruction given in school should, in like manner, be applied to the common events of the child's daily life.

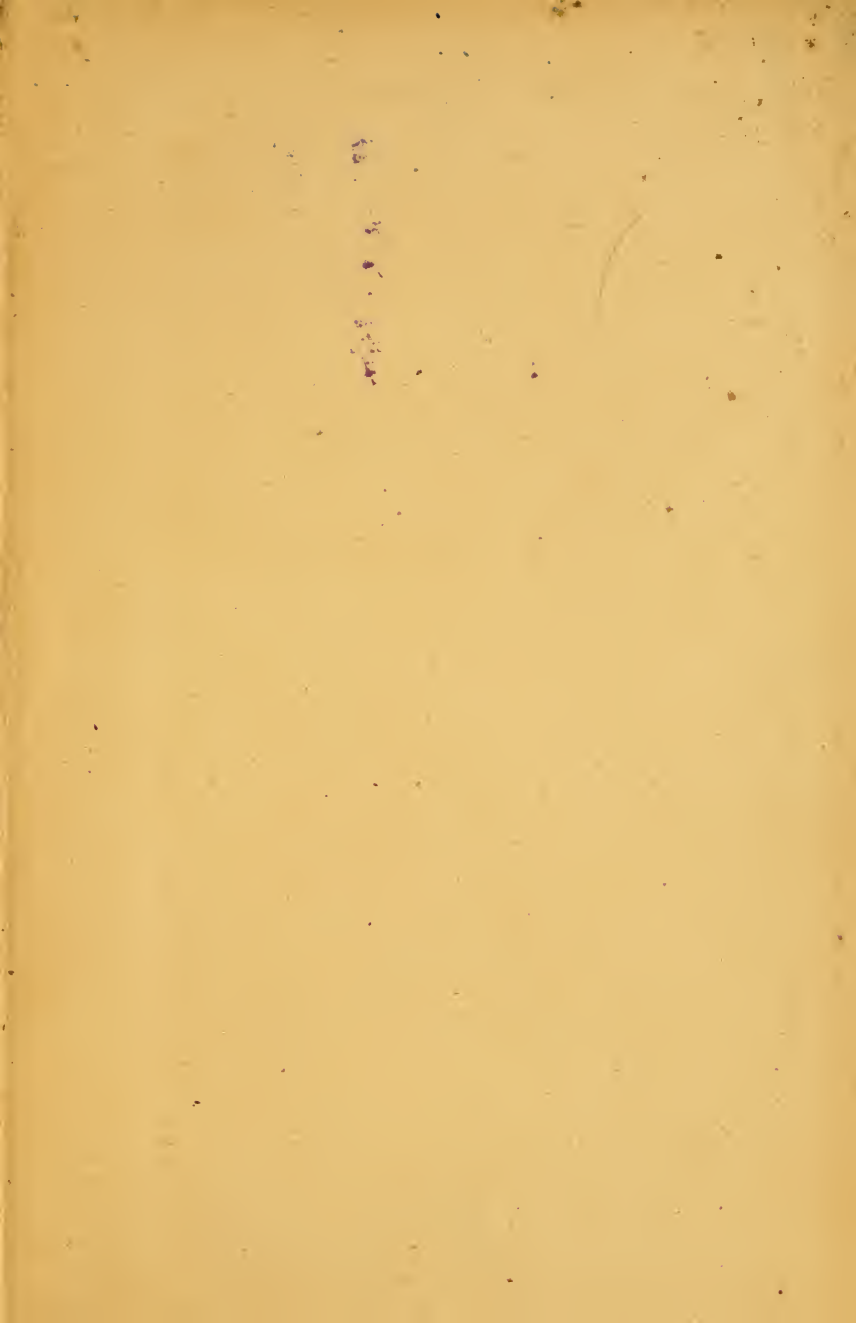


CONTENTS.

	PAGE.
Remarks	iii
How to use the Advanced Reader	v
Narrative style, how to develop	v
Conversational Tone	vi
Composition	vi
Hints, Advanced Reader	1
Specimen Composition (George Stephenson)	5
" " (The Knight's Toast)	8
" " (European Civilization)	15
Works referred to in preparing Hints	40
Teaching the Alphabet and Simple Words	41
The Alphabet	41
Simple Words	43
The Object Method	45
Steps in Reading by Object Method	46
Suggestions for Teacher	47
Whole Words	47
Words by Sounds	48
Words by Letters	49
Grouping Words	50
Words formed from Letters in a Frame	53
Hints, Easy Steps, Elementary and Intermediate Readers	54
Method	54
Interest in Subject	54
Fluency	54
Simultaneous Reading	55
Grouping under Monitors	56
Tone of Voice	56

	PAGE.
Correction of Errors	57
Understanding of Lessons	58
Spelling and Definition of Words	59
Duties of Teacher	59
Hints, Intermediate Reader	61
Letters, used as Class Talks for Intermediate Reader.	
Angel and Tobias (p. 7, Intermediate)	103
Pleasures of Home Life (p. 19, Intermediate)	105
Vestals and their Customs (p. 34, Intermediate)	106
Presidents who were Poor Boys (p. 54, Intermediate)	107
Benjamin Franklin's Struggles (p. 73, Intermediate)	109
A Day in the Country (p. 94, Intermediate)	110
A Base Ball Game (p. 114, Intermediate)	112
Pretty Things to be Seen in the Morning (p. 153, Intermediate)	114
The Hen that Laid the Golden Eggs (p. 161, Intermediate)	115
Two Little Stories about Rats (p. 171, Intermediate)	116
A Sensible Mouse Talk (p. 171, Intermediate)	118
How Boys Stolen from Italy are Treated (p. 180, Intermediate)	120
Compositions, used as Class Talks for Intermediate Reader.	
About the Angels (p. 7, Intermediate)	121
My School Reading (p. 19, Intermediate)	121
The Emperor Augustus Cæsar (p. 34, Intermediate)	122
A Boot Black Story (p. 54, Intermediate)	123
How Work Sweetens Play (p. 73, Intermediate)	125
The Rough Side of Farm Life (p. 94, Intermediate)	126
Base Ball (p. 114, Intermediate)	127
Where the Light Comes From (p. 153, Intermediate)	128
A Bird's Feathers (p. 161, Intermediate)	129
Stable Tenants (p. 171, Intermediate)	130
A Night at the "Home for Newsboys" (p. 180, Intermediate)	131
Hints, Elementary Reader	133
Religious Knowledge	164







0 022 152 207 2